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AUTHOR	Puma, Michael
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ABSTRACT

This report explores the services delivered, student performance, and characteristics of student and family supports for learning in a sample of 35 Catholic schools. The characteristics of Chapter 1 services in the sample are then compared to Chapter 1 services provided in public schools. The data are drawn from the 1992 Catholic School Supplement of "Prospects: The Congessionally Mandated Study of Educational Growth and Opportunity," a 6-year longitudinal evaluation of the impact of the Chapter 1 program. The supplementary sample of 35 Catholic schools were studied using the same methods and data-collection instruments as the "Prospects" evaluation. Unlike the "Prospects" public school sample, which was a nationally representative sample of all U.S. public schools, the Catholic school sample was not randomly drawn. Forty percent of the sample was drawn from high-poverty schools, half of the sample was from schools in the Northeast, and about 90 percent of the students lived in urban areas. Five key findings are reported. First, students in the Catholic school sample who received Chapter 1 assistance were, like Chapter 1 students in public schools, both economically and educationally disadvantaged. However, the educational challenges appeared somewhat less severe for Catholic school students. Second, Chapter 1 was well-targeted on educationally disadvantaged students in both sampled Catholic and public schools. Third, Chapter 1 services in both Catholic and public schools were delivered by pulling children out of their regular classrooms for supplementary services. Fourth, the quality of services appeared to be relatively the same in both sampled Catholic school and public school settings for Chapter 1 students. Finally, the likelihood of a child receiving the benefits of Chapter 1 services was substantially greater in public schools than in Catholic schools. (Contains 65 exhibits and 16 references.) (LMI)

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Prospects: The Congressionally Mandated Study of Educational Growth and Opportunity

Findings from the 1992 Catholic School Supplement

Prepared for
U.S. Department of Education
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600 Independence Avenue, SW
Washington, D.C. 20202

Prepared by
Michael Puma

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EXECUTIVE SUMMARY

PURPOSE

The purpose of this report is to provide descriptive information on the characteristics of Catholic school students who receive Chapter 1 assistance, and about the types of Chapter 1 services they receive. It examines the quantity and quality of Chapter 1 services provided to students in Catholic schools since the 1985 Felton decision, and compares these findings to those concerning Chapter 1 services provided in public schools.

DATA SOURCES

The data presented are from the Catholic School Supplement of *Prospects: The Congressionally Mandated Study of Educational Growth and Opportunity*, a six-year longitudinal evaluation of the impact of the Federal Chapter 1 program. The supplementary sample consists of 35 Catholic schools that were added to the *Prospects* study for the 1991 school year data collection.

Prospects collects annual survey and achievement data from nationally-representative samples of three student cohorts beginning in grades 1, 3, and 7. Alternatively, Catholic school data were collected at only two time points (1992 and 1993) and for only two elementary school cohorts, 1,110 Catholic school students in the 1st grade, and 1,026 4th grade students. Furthermore, unlike the main *Prospects* public school sample, the Catholic school sample is **not** representative of all Catholic schools in the U.S. In fact, 40 percent of the sample is drawn from high poverty schools (i.e., those with 75% or more of the students eligible for free and reduced-price school lunch), half the sample is from schools in the Northeast, and about 90 percent of the students reside in urban areas. Consequently, the reader is cautioned about drawing broad conclusions from these data.

CHARACTERISTICS OF CATHOLIC SCHOOL CHILDREN

The data collected as part of this supplementary study demonstrate quite remarkably that there are important differences between students who do and do not receive Chapter 1 assistance in Catholic

schools. Compared to non-participants, students receiving Chapter 1 services in the selected sample of Catholic schools are:

- more likely to be retained in grade;
- more likely to be absent more than 10 days per year;
- more likely to be poor and receive public assistance;
- more likely to be non-white;
- more likely to have a mother with a high school education or less;
- more likely to have a parent who has never been married;
- more likely to have a parent whose native language is not English;
- more likely to live some place other than their primary residence during the school year; and
- less likely to have access to a computer at home.

Comparing the characteristics of this small sample of Catholic school students who receive Chapter 1 assistance to their public school counterparts also reveals some interesting results. Compared to public school students who receive Chapter 1 services, the sampled Catholic school participants have:

- families with higher annual incomes and a lower incidence of public assistance receipt;
- more educated and more employed mothers;
- less ethnic/racial diversity; and
- greater access to a variety of home educational supports.

The Chapter 1 students in the sampled Catholic schools also report a greater incidence of daily homework than is reported by Chapter 1 participants in public schools.

ACADEMIC ACHIEVEMENT

Examining the results of standardized tests in reading and math indicates that sampled students attending Catholic schools in both the 1st and 4th grade sample cohorts, who also receive Chapter 1 assistance, score at or below the 25th percentile in reading (25.0 and 22.3 percentile ranks respectively). In math, both cohorts score even lower, 18.2 for the 1st, and 18.7 for the 4th grade cohort. Not surprisingly, non-participants score higher in both subject areas. The observed scores for Chapter 1

students are similar to those observed for public school students. Students are chosen to receive Chapter 1 services because of low achievement scores. Sampled Catholic students and their public school counterparts appear to be similarly targeted for assistance.

Sampled students who receive Chapter 1 assistance in Catholic schools are also substantially **less** likely than non-participants to receive high grades in reading/language arts/English and math. Essentially similar percentages and differences are observed for public school students.

Chapter 1 participants are less likely than non-participants in the sampled Catholic schools to give themselves high ratings of their reading ability, and their teachers also note their ability in reading and math below that of their non-participating classmates. This situation is, however, similar to that found for Chapter 1 participants in public schools.

Further, sampled Chapter 1 students in Catholic schools are judged by their teachers to be less likely than non-participating children to work hard at school, to understand and follow directions, care about doing well in school (4th grade cohort only), and demonstrate an ability to understand and follow directions. Catholic school teachers also report that students who receive Chapter 1 services are less able to work independently, concentrate on their work, and write a well-developed piece of prose when compared to their non-participant counterparts. In addition, teacher judgements indicate that Chapter 1 children, compared to non-participating children, are less motivated and mature, less able to complete their class and homework, less able to pay attention in class, yet more likely to ask for extra help. Moreover, 4th grade cohort participants receive **lower** ratings on their honesty, self-esteem, respect for authority, happiness, and ability to get along with teachers. Finally, teacher ratings were collected on a variety of student problems that can have a negative effect on learning including absenteeism, class-cutting, cheating, verbal or physical abuse, and hygiene. By and large, sampled students in Catholic schools who receive Chapter 1 services were more likely to be judged by their teacher to have these types of problems. On all of these teacher ratings, the results are quite similar for both public school and sampled Catholic school Chapter 1 participants.

EQUITY OF OPPORTUNITY TO RECEIVE CHAPTER 1 SERVICES

Chapter 1 legislation requires that public school districts provide the opportunity for educationally-deprived children enrolled in private (including religiously-affiliated) schools to receive compensatory education services. Moreover, participation must be equitable in relation to the Chapter 1 services provided to public school children including, use of the same methods to identify and select eligible children, and the provision of the same level and quality of instructional services. Meeting these objectives, however, became more complicated following the Supreme Court's decision in Aguilar vs. Felton which prohibited personnel paid for with Chapter 1 funds from providing instruction on the premises of religious schools.

With regard to the equitable opportunity to receive Chapter 1 services, data from the selected sample of high-poverty Catholic schools and students indicate that this goal is ***not*** being met. Public school students are at least twice as likely as Catholic school students to receive Chapter 1 assistance in both reading and math. The primary reason for the differences appears to be the availability of the schoolwide program option for high-poverty public schools, but not for Catholic schools. When schoolwide services are excluded from the public school statistics, the rates of service receipt between high-poverty public and Catholic schools are essentially the same.

THE NATURE OF CHAPTER 1 SERVICES IN CATHOLIC SCHOOLS

In addition to affording Catholic school children an equitable opportunity to receive Chapter 1 services, public schools are also required to achieve equity in the nature of the academic assistance that is provided to private school students. However, the barriers erected by the Felton decision have made this goal more difficult to achieve.

To begin with, data from Chapter 1 teachers who provide services to eligible children in the Catholic school sample indicate that, like public school students, scores on standardized achievement tests are the predominate method used to identify educationally-disadvantaged students in need of compensatory educational assistance.

In compliance with regulations issued following the Felton decision, Chapter 1 teachers have implemented a variety of arrangements to meet the needs of eligible Catholic school children. About a

third of the teachers report using mobile vans, about a third use temporary classroom space, about one-fifth serve children in a school classroom (many through the use of a computer laboratory), and less than 10 percent make use of a nearby public building. For the most part, Chapter 1 services are intended to reinforce material from the regular classroom, and are provided by pulling children out of their regular classroom for supplementary instruction. This is similar to the nature of Chapter 1 services provided to public school children.

Another dimension of the equity of services is related to the qualifications of the Chapter 1 teachers who serve Catholic school students. Compared to public school staff, Chapter 1 teachers who serve Catholic school sample students have similar levels of education and teaching experience, but are somewhat less likely to have a permanent teaching certificate.

A final aspect of the equity of service delivery is the level of services provided, and the methods of instruction used. On average, Catholic school sample students were reported to receive Chapter 1 reading/language arts assistance for 3.4 days per week, and math instruction for an average of 2.4 days per week. On average, instruction lasts for about 37 minutes. This level of instruction is comparable to that found for public school Chapter 1 students.

More than half of the Chapter 1 teachers reported using computer-assisted instruction for a substantial part of their services to Catholic school sample students (this compares to about 30% in public schools). They also report frequent use of trade books for reading/language arts instruction and manipulatives for math instruction. Like their counterparts in public schools, they generally report having adequate supplies of instructional materials to meet the needs of their students.

COORDINATION WITH REGULAR SCHOOL STAFF

A cornerstone of Chapter 1 is the need to coordinate services with regular classroom academic instruction. Meeting this objective is difficult, however, for students in Catholic schools because of the prohibition against Chapter 1 instructional personnel working on the premises of private religious schools.

Data from this survey indicate that Chapter 1 teachers serving Catholic school sample students are most likely to consult on a weekly basis with regular classroom teachers. In almost every case, these

communications are based on informal discussions. Education Department guidance suggests that these discussions should be conducted by telephone or at a neutral site.

Finally, Chapter 1 teachers also indicate that they are involved in a variety of other activities that are intended to improve coordination with regular classroom instruction. Over 40 percent of the teachers reportedly meet with parents to discuss students' progress, about one-fourth have follow-up procedures to track the progress of Chapter 1 students after they stop receiving assistance, and about 20 percent plan joint activities with regular classroom children.

SUMMARY

The data obtained from the selected sample of students receiving Chapter 1 services in Catholic schools seem to suggest the following conclusions:

- Chapter 1 students in Catholic schools are, on average, more economically disadvantaged than non-participants and more likely to reside in less educationally enriched home environments. Yet, the Catholic school Chapter 1 students appear to be somewhat less disadvantaged than their public school counterparts.

- The students who receive Chapter 1 assistance in Catholic and public schools are equally *educationally* disadvantaged, as measured by norm-referenced standardized tests in reading and math, academic grades, and teacher assessments.

- Despite the constraints imposed by the Felton decision, the general processes by which Chapter 1 is implemented are, for the most part, relatively comparable in public and Catholic schools.

- The percentage of students served by Chapter 1 in public schools is two or more times that observed in Catholic schools, largely as a result of the availability of the schoolwide option.

Students who attend Catholic schools and who receive Chapter 1 assistance are, like Chapter 1 students in public schools, both economically and educationally disadvantaged. Yet the educational challenges, while similar, appear somewhat less severe for students in Catholic schools. An apparent

selection process is at work that leads certain families with more educationally enriched home environments to enroll their children in these alternative schools.

It also appears, from these limited data, that Chapter 1 is well targeted on educationally disadvantaged students in both Catholic and public schools, and that the "quality" of the services appear to be relatively the same in both settings. However, the likelihood of a child receiving the benefits of Chapter 1 is substantially greater in public schools than in Catholic schools, given that there is no available schoolwide Chapter 1 option for private schools.

This report is a preliminary look at the *Prospects* data and does not purport to answer all of the questions that have been asked about private school education, and the benefits of Chapter 1 in Catholic schools. More analysis is certainly needed. Nevertheless, these early descriptive results are compelling and thought provoking.

CHAPTER 1

INTRODUCTION

This report provides the results of a supplementary survey of a small sample of Catholic schools receiving Chapter 1 assistance. The report begins with an examination of differences between Catholic school Chapter 1 participants and non-participants, in terms of their individual characteristics, family home environment, school performance, and school experiences. Results are presented both for the total sample of Catholic school students and for those selected from "high-poverty" schools (defined as those where 75 percent or more of the students are eligible for free or reduced-price lunch[1]). The final chapter describes the types of Chapter 1 services received by Catholic school students, including procedures to identify eligible students, characteristics of the staff providing the services, the amount of supplementary instruction that is provided, and instructional methods used to provide assistance.

It is, however, important to emphasize that the data presented in this report are derived from a relatively small sample of 35 Catholic schools that were not selected to be representative of all Catholic schools nationally. Consequently, the findings should not be used to make generalizations about all Catholic schools and students. Instead, these data should be viewed as providing suggestive evidence of the characteristics and performance of Catholic school Chapter 1 students and the types of compensatory instructional services they receive.

CATHOLIC SCHOOL EDUCATION

The Roman Catholic Church operates the largest system of non-public schools in the United States. The estimated 8,731 Catholic schools and 2.56 million students account for about 36 percent of all non-public schools and nearly 50 percent of all non-public school students (NCES, 1995). The number of Catholic schools in the U.S. reached a peak in 1964-65 at 13,200 and then declined during

[1] It should be noted that this designation is different from the way Chapter 1 resources are allocated which is based on the poverty level of the associated public school district's attendance area.

the 1970s and 1980s. According to NCES (1995), the largest declines were in the Midwest and Northeast, where about two-thirds of all private school students were enrolled in Catholic schools. In these regions, Catholic school enrollment decreased 12-14 percent between 1987 and 1991. Recent data from the National Catholic Education Association (Lawton, 1994) has indicated a reversal of this trend during the early 1990s with observed increases in Catholic school enrollment.

THE CHAPTER 1 PROGRAM

Funded at nearly $6 billion per year, the Chapter 1 program represents the single largest federal investment in elementary and secondary education. Since the passage of the Elementary and Secondary Education Act (ESEA) in 1965, over $70 billion has been distributed to local districts and schools. The distribution of Chapter 1 funds is especially broad, with more than 90 percent of districts nationwide currently receiving some amount of Chapter 1 funding. When Chapter 1 funding for State-administered programs is combined with grants to Local Education Agencies (LEAs), total Chapter 1 expenditures approach 50 percent of total federal outlays for elementary and secondary education.

Chapter 1 Services to Catholic School Students

Since its inception in 1965, Chapter 1 legislation has targeted compensatory services to educationally-disadvantaged children, regardless of whether they attend public or private schools. According to Chapter 1 regulations, public school districts are required to ensure that the participation of private school students is comparable to Chapter 1 services provided to public school students. Therefore, school districts must:

- assess and evaluate the educational needs of eligible private school students on the same basis as public school students;
- provide, in the aggregate, approximately the same amount of instructional time and materials for each private school student as it provides for each public school student;
- spend equal amounts of funds to serve public and private school students; and

- give private school students an opportunity for participation that is equitable in relation to the opportunity provided to those in public schools.

Overall, private school students account for a very small proportion of all Chapter 1 participants, approximately 174,000 out of a total of 5.2 million nationally (Millsap et al., 1992), and religious-school Chapter 1 students make up the majority of these private school students (Haslam and Humphrey, 1993).

Until 1985, Chapter 1 teachers went to religious school buildings to provide services to eligible students, primarily through the use of pullout programs. However, these services changed dramatically in 1985 when, as part of Aguilar v. Felton, the U.S. Supreme Court decided that it was unconstitutional to pay Chapter 1 personnel who teach on the premises of a religious school. The Court's action caused a dramatic drop in religious school student participation (with a gradual increase in participation in later years), and a shift in how supportive services are delivered. Students currently either leave their school buildings to receive Chapter 1 services at another location (using mobile van parks and modular classrooms set-up near the private school campuses), or remain in their building to receive computer-assisted instruction (CAI) under the supervision of non-instructional personnel (Haslam and Humphrey, 1993).

THE *PROSPECTS* STUDY

Prospects, the first longitudinal study of Chapter 1 since the Sustaining Effects Study of the late 1970s (Carter, 1984), was developed in response to a Congressional mandate that, *"The Secretary shall conduct a national longitudinal study of eligible children participating in programs under this chapter...(and)... compare educational achievement of those children with significant participation in Chapter 1 programs and comparable children who did not receive Chapter 1 services"* (Section 1462 of the Hawkins-Stafford Amendments to the Elementary and Secondary Education Act, Public Law 100-297).

Prospects meets a widely recognized need by providing information that can be generalized nationally, and that can be used to inform policymakers and program managers at the federal level. It is designed to support comparisons of educational outcomes for Chapter 1 participants not only to similar

types of disadvantaged students who do not receive Chapter 1 services but also to nationally representative samples of students in the same grade cohort. For a detailed description of the study see Puma et al. (1993) *Prospects: The Congressionally Mandated Study of Educational Growth and Opportunity, Interim Report.*

The Catholic School Supplement

To obtain information on Chapter 1 services received by Catholic school students, the U.S. Department of Education supplemented the core *Prospects* sample with a small sample of 35 schools. The primary objective of this supplemental sample was to provide data on the frequency and types of publicly-funded compensatory education services provided to Catholic school students.

Catholic schools were selected for special attention because they account for the largest number of non-public school students who receive compensatory educational services. Recent estimates (NCES, 1995) indicate that 71 percent of Catholic schools offer remedial reading assistance (accounting for about 8.5 percent of enrolled students) and 51 percent offer remedial math assistance (accounting for 7.7 percent of enrolled students).

The U.S. Catholic Conference (USCC), with the assistance of two consultants, William McCready of Northern Illinois University and Thomas Vitullo-Martin, selected a sample of 35 Catholic schools just prior to the Fall 1991 *Prospects'* data collection. The sample of Catholic schools was selected from a list of respondents to a national survey conducted for the USCC by McCready in 1988 and 1991. The Catholic school sample was drawn in a way that matched the *Prospects* public school profile in terms of region, urbanicity, poverty, and to the extent possible by school district (22 of the 35 Catholic schools are located within the attendance area of a *Prospects* public school district). However, no matching was attempted at the school level.

A 1st grade Catholic school cohort was added to the *Prospects* study in the Fall of 1991, placing them on the same time schedule as the *Prospects* public school sample. Data collection for a 4th grade cohort (from the same set of Catholic schools) was initiated in the Spring of 1992, placing this group on the same schedule as the *Prospects* 3rd grade cohort who were in the 4th grade in 1992. Except for the district Chapter 1 Coordinator questionnaire (which was not used for the Catholic School Supplement),

the complete *Prospects* data collection protocol was implemented in exactly the same manner in the selected 35 Catholic elementary schools.

As noted above, unlike the core *Prospects* sample the Catholic school students described in this report **do not represent a nationally representative sample of all Catholic school students**. Consequently, because the data are not drawn from a probability sample of schools and students, Catholic school information presented in this report are reported as unweighted frequencies. Furthermore, the data are presented for only a single wave of data collection and only for students for whom data were available to classify their Chapter 1 status (resulting in the deletion of one school from the sample, leaving 34 schools for the analysis). A total of 1,110 students in the 1st grade cohort and 1,026 students in the 4th grade cohort comprise the entire Catholic school sample used for this report. Of these students, 252 and 313 students respectively, are receiving Chapter 1 services.

Exhibit 1.1 shows the distribution of the Catholic school sample students by grade cohort and the level of poverty at the student's school as measured by the percentage of students eligible for free or reduced-price school meals. The distribution of both grade cohorts in terms of poverty level follows a bimodal pattern. Most students are located in schools with either low (0 - 19%) or high (75% - 100%) concentrations of poverty. Compared to the distribution of students in the *Prospects* nationally representative sample of public school students, a smaller proportion of the Catholic school student sample, in both grade cohorts, are found in schools with 20-74 percent free and reduced-price lunch eligible students.

The Catholic school sample is heavily concentrated in urban areas of the Northeast, (see Exhibit 1.2). About half of the 1st grade and 4th grade cohort samples are from schools located in the Northeast. This is partly a function of the way the Catholic school sample was selected, but is not too surprising given that 10 percent of all Chapter 1 private school participants attend school in New York City (Haslam and Humphrey, 1993), and Catholic schools enroll about two-thirds of all private school students in the Northeast and Midwest (NCES, 1995).

Further, the Catholic school sample is drawn primarily from large cities, with about 90 percent of both grade cohort samples attending urban schools. Again, this concentration is not unexpected. Nationally, about 40 percent of religious school Chapter 1 participants live in the catchment areas of only

EXHIBIT 1.1
DISTRIBUTION OF STUDENTS BY TYPE OF SCHOOL, SCHOOL POVERTY CONCENTRATION AND GRADE COHORT, 1992

Sample

CONCENTRATION OF SCHOOL POVERTY	Catholic Schools	Public Schools
1ST GRADE COHORT		
0 - 19%	40.2%	23.7%
20 - 39%	12.3%	23.7%
40 - 59%	5.0%	15.1%
60 - 74%	6.1%	20.1%
75 - 100%	36.4%	13.4%
4TH GRADE COHORT		
0 - 19%	39.6%	31.8%
20 - 39%	9.5%	23.0%
40 - 59%	5.6%	15.8%
60 - 74%	5.2%	10.5%
75 - 100%	40.3%	13.2%
TOTAL N		
1st Grade Cohort	1,110	3,555,521
4th Grade Cohort	1,026	3,042,495

Notes: All column percentages are based on valid number of cases. Total N -- unweighted Catholic school totals; weighted public school totals. School poverty is measured as the percent of students eligible for free or reduced-price school lunches.

Source: Prospects, Survey Control File

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EXHIBIT 1.2
PARTICIPATION IN COMPENSATORY EDUCATION BY REGION AND URBANICITY AND GRADE COHORT: CATHOLIC SCHOOL SUPPLEMENT, 1992
(UNWEIGHTED COLUMN PERCENTAGES)

GEOGRAPHIC LOCATION	TOTAL	Participation in Compensatory Education	
		Any Chapter 1	No Program
REGION			
1ST GRADE COHORT			
South	13.2%	13.9%	11.2%
West	17.3%	23.8%	14.8%
Midwest	20.7%	31.4%	18.6%
Northeast	48.7%	31.0%	55.3%
4TH GRADE COHORT			
South	13.6%	13.1%	12.0%
West	18.7%	18.5%	19.4%
Midwest	17.8%	20.5%	17.2%
Northeast	49.9%	47.9%	51.5%
URBANICITY			
1ST GRADE COHORT			
Urban	90.5%	92.1%	89.5%
Suburban	6.0%	5.2%	6.7%
Rural	3.4%	2.8%	3.8%
4TH GRADE COHORT			
Urban	89.7%	97.4%	85.8%
Suburban	8.5%	2.2%	11.6%
Rural	1.9%	0.3%	2.6%
TOTAL N			
1st Grade Cohort	1,110	252	810
4th Grade Cohort	1,026	313	692

Notes: All column percentages are based on valid number of cases. Missing d[illegible] percentages are based on total N for each grade cohort. High poverty schools are those with 75 percent or more of the students eligible for free or reduced-price school lunches. "No Program" includes non-participants and students for whom Chapter 1 is not available at their school or grade level. Excluded from this category are students served only through a State- or locally-funded compensatory education program.

Source: *Prospects, Survey Control File*

21 school districts with enrollments of 25,000 or more (Haslam and Humphrey, 1993), and about two-thirds of all Catholic school students nationally reside in urban areas.

STRUCTURE OF THIS REPORT

The analyses presented in this report are purely descriptive and consist of tables summarizing the survey results with a brief section of interpretive text. The data presented are intended to serve as a companion to the initial interim report on the core *Prospects* public school student sample (Puma, et al., 1993), comparing students in terms of their Chapter 1 participation status as obtained from current school records. Two mutually exclusive groups were defined for this purpose:

- **Any Chapter 1 Program** -- includes students receiving Chapter 1 services for reading, math, or for both subjects. These students may, or may not, be receiving services from other compensatory education programs at the same time.

- **No Program** -- includes all other students for whom Chapter 1 or other compensatory services are not offered at their grade level, and students whose schools have such programs available, but who do not themselves participate in either Chapter 1 or other compensatory programs.

Two exceptions to this breakdown are: the first chapter of this report, which is based on the degree of concentration of economically-disadvantaged students in the schools that the students attend[2]; and the last chapter which includes tables based on the frequency of sampled Catholic school Chapter 1 teachers reporting the use of various instructional characteristics.

A third classification, "Other Compensatory Education Program," used in the *Prospects* Interim Report includes students who only receive services in reading and/or math from any other federal, state or locally funded program (not Chapter 1). This classification, however, is not used in this report due to the small number of students in this category in each grade cohort. There are only 48 students in the

[2]Students were assigned to one of five categories of "school poverty concentration" in accordance with the percentage of students in their schools who were eligible for free or reduced-price school meals provided under the National School Lunch Program (NSLP) operated by the U.S. Department of Agriculture (as reported by the school principal in the spring 1992 survey). "Low-poverty" schools were defined as those with up to 19 percent of their students eligible for subsidized meals. "High-poverty" schools were defined as those in which 75 percent or more of the enrolled students are eligible for subsidized meals. Three intermediate poverty concentration categories refer to students who attend schools with 20 to 39 percent eligible students, 40 to 59 percent eligible, and 60 to 74 percent eligible.

Catholic sample receiving assistance from another compensatory education program in the 1st grade cohort, and 21 students in the 4th grade cohort. Such small sample sizes make analyses for this category difficult to interpret due to the large standard errors associated with percentage estimates.

Analyses are presented, where applicable, for both the 1st and 4th grade cohorts in the same table.[3] Column percentages are based on the valid number of cases (total sample size minus missing data). The percentages presented for missing data, on the other hand, are based on the total sample size.

In addition, distributions are provided in separate columns for 1) The total Catholic school sample, 2) high-poverty.Catholic schools further divided between students who do and do not receive computer assistance, and 3) all Catholic schools also divided between students who do and do not receive Chapter 1 assistance. Except where noted, comparisons are made between students who do and do not participate in Chapter 1 using the entire sample of Catholic Schools. These comparisons are made with an eye to highlighting relationships that are likely to be statistically significant. Although no formal statistical tests have been performed on these data, Exhibit 1.3 can be used for the purpose of interpreting differences between Catholic school sample students who do and do not receive Chapter 1 services in the two grade cohorts.

EXHIBIT 1.3: SIGNIFICANT DIFFERENCES BETWEEN GROUPS, 95% LEVEL OF CONFIDENCE

	GROUP SIZE		SMALLER PROPORTION NEAR....				
COHORT	Chapter 1	No Program	0.1 0.9	0.2 0.8	0.3 0.7	0.4 0.6	0.5
1st Grade	121	270	0.10	0.14	0.16	0.17	0.17
4th Grade	138	273	0.10	0.14	0.16	0.17	0.17

The numbers in this table represent the smallest difference between sample estimates for different subgroups (e.g., Chapter 1 vs. no program) of the given size that is statistically significant at the 95 percent confidence level. For example, if the percentage for the 1st grade cohort Chapter 1 participant group was equal to 22 percent, and the percentage for the non-participant group was equal to 36 percent,

[3]Some student-level data were not collected for the 1st grade cohort. Hence, some analyses only report on 4th grade cohort characteristics.

we would look under the second column (the smaller percentage is near 20%). The observed difference is 14 percentage points, therefore, we would conclude that with 95 percent confidence, that Catholic school Chapter 1 students in the 1st grade cohort are *less* likely than non-participants to have the particular characteristic. Had the difference been smaller (i.e., unlikely to be statistically significant), one could only conclude that both groups of children are equally likely to have the particular characteristic.

Finally, in the accompanying text comparisons are provided between the results noted for Chapter 1 students in the sampled Catholic schools, and Chapter 1 students in public schools. The public school statistics are derived from the *Prospects* Interim Report (Puma, et. al. 1993) and references are provided for the appropriate exhibit (and page number) in the Interim Report.

CAVEATS

The reader is cautioned about using data from this report to draw conclusions regarding the effects of Chapter 1 on the educational growth of children. The way children are selected into Chapter 1 may make these very simple descriptive comparisons potentially misleading to the extent that important differences exist between program participants and non-participants. To assess the impact of Chapter 1 requires a more thorough multivariate analysis which examines differences in student outcomes, controlling for differences between participants and non-participants on a host of important demographic characteristics.

Moreover, it is important to repeat that these results are based on a non-probability sample of Catholic schools across the country. Therefore, although data are presented for students receiving Chapter 1 assistance in public schools, these comparisons must be made with caution.

REPORT ORGANIZATION

The remainder of this report consists of six chapters. Chapter 2 focuses on rates of participation in compensatory education. Chapter 3 describes student's social, economic, and demographic characteristics, Chapter 4 examines student involvement in school-related activities, Chapter 5 describes

student academic performance, and Chapter 6 describes student's home educational environment. Finally, Chapter 7 describes the nature of Chapter 1 services in the sampled Catholic schools.

CHAPTER 2

PARTICIPATION IN COMPENSATORY EDUCATION

Like public school students, private school students are eligible to receive Chapter 1 services if they show evidence of educational deprivation and live in a target attendance area as determined by local standards. However, as discussed in the previous chapter these students cannot be taught by Chapter 1 teachers on the premises of a religious school. Public school districts must, therefore, find alternative ways to deliver services to these eligible students, and must use the same methods to assess the educational needs of private school students as are used for public school students (these topics are examined in Chapter 7). In addition, eligible private school students must receive services in the same grade levels as those students who are served in the public schools. The only exception is that the U.S. Department of Education (ED) has determined that constitutional issues prohibit the implementation of a schoolwide program[4] in a religious school.

READING ASSISTANCE

Overall, about 26 percent of the 1st grade Catholic school student sample, and about 30 percent of the 4th grade cohort, receive reading assistance through Chapter 1 or some other form of compensatory education (see Exhibit 2.1). As expected, participation rates are somewhat higher in high-poverty Catholic schools where about one-third of the sampled students receive reading assistance.

These participation rates are in stark contrast to public schools where students are about twice as likely to receive compensatory education services (Ex.2.1B, p.135) the public school figures include Chapter 1 schoolwide programs).

[4] This is a method of service delivery that addresses the entire school program, and which is available as an option to schools with poverty levels of at least 75 percent.

EXHIBIT 2.1
PARTICIPATION IN COMPENSATORY EDUCATION BY GRADE COHORT: CATHOLIC SCHOOL SUPPLEMENT, 1992
(UNWEIGHTED COLUMN PERCENTAGES)

PARTICIPATION IN COMPENSATORY EDUCATION	High Poverty Catholic Schools	All Catholic Schools
READING PROGRAM		
1ST GRADE COHORT		
Chapter 1 reading participant	29.6%	18.3%
Chapter 1 nonparticipant	63.2%	58.2%
Chapter 1 reading not offered	4.0%	19.4%
Other compensatory reading education only	3.2%	4.2%
Missing data	0.5	2.4
4TH GRADE COHORT		
Chapter 1 reading participant	32.5%	28.2%
Chapter 1 nonparticipant	66.0%	68.2%
Chapter 1 reading not offered	0.0%	1.7%
Other compensatory reading education only	0.5%	1.9%
Missing data	8.2	3.4
MATH PROGRAM		
1ST GRADE COHORT		
Chapter 1 math participant	11.0%	8.4%
Chapter 1 nonparticipant	60.5%	64.6%
Chapter 1 math not offered	28.6%	26.2%
Other compensatory math education only	0.0%	0.9%
Missing data	0.0	9.5
4TH GRADE COHORT		
Chapter 1 math participant	17.0%	19.0%
Chapter 1 nonparticipant	56.5%	63.2%
Chapter 1 math not offered	25.7%	17.2%
Other compensatory math education only	0.8%	0.6%
Missing data	8.7	3.9%
TOTAL N		
1st Grade Cohort	391	1,110
4th Grade Cohort	411	1,026

Notes: All column percentages are based on valid number of cases. Missing data percentages are based on total N for each grade cohort. High poverty schools are those with 75 percent or more of the students eligible for free or reduced-price school lunches. "No Program" includes non-participants and students for whom Chapter 1 is not available at their school or grade level. Excluded from this category are students served only through a State- or locally-funded compensatory education program.

Source: *Prospects, Student Abstract*

MATH ASSISTANCE

Chapter 1 math assistance for Catholic school students is not as prevalent as reading assistance. About 10 percent of the entire 1st grade cohort Catholic school sample, and about 11 percent of the 1st grade high-poverty Catholic school student sample, receive math assistance through Chapter 1, increasing to between 18 and 20 percent for 4th grade cohort Catholic school students (see Exhibit 2.1). Again, public school students are 3-4 times more likely to receive assistance in math than students in Catholic schools (Ex.2.2B, p.136).

IMPLICATIONS

Since the 1985 Felton decision, there has been an ongoing interest in the equity with which Chapter 1 services are provided to eligible students in Catholic schools. Data from this sample of Catholic schools appear to support a conclusion that there is, at least in this sample of Catholic schools, a lack of equity in the quantity of compensatory reading and math assistance in the lower elementary grades (the final chapter of this report will focus more on the qualitative aspects of the Chapter 1 services). This may be a result of the availability of the schoolwide program option for high-poverty public schools, which is not open to Catholic schools. When schoolwide services are excluded from the public school statistics, the rates of service receipt between high-poverty public and the sampled high-poverty Catholic schools are essentially the same.

CHAPTER 3

SOCIAL, ECONOMIC, AND DEMOGRAPHIC CHARACTERISTICS

This chapter compares the characteristics of students who attend Catholic schools, including family income, parental characteristics, student demographic characteristics, student English language proficiency, and receipt of preschool education. ***Except where noted the reported statistics refer to the distributions for all Catholic schools.***

TOTAL ANNUAL FAMILY INCOME

The families of sampled Catholic school students who receive Chapter 1 assistance have lower income levels than families of non-participating students. For example, in both the 1st and 4th grade cohorts about 32 percent of the families of Chapter 1 Catholic school students have a total annual income under $15,000, compared to about 20 percent of the families of Catholic school children who do not receive Chapter 1 services (see Exhibit 3.1). Similar differences are found in high-poverty Catholic schools but, of course, a larger proportion of students in these schools have families with very low incomes (i.e., 44% of Chapter 1 participants have incomes below $15,000).

These results are consistent with the targeting of Chapter 1 funds to school attendance areas with higher concentrations of low-income families. The sampled Catholic school children are, however, less poor than their public school counterparts (Ex.2.6, p.141). In both grade cohorts, nearly half of the families of public school students who receive Chapter 1 assistance have total annual incomes under $15,000. In high-poverty public schools, nearly two-thirds of the families of Chapter 1 students have incomes below $15,000.

RECEIPT OF PUBLIC ASSISTANCE

Paralleling the reported results on total annual income, families of sampled Catholic school students who receive Chapter 1 services are more likely to receive public assistance in the form of Aid

EXHIBIT 3.1
TOTAL FAMILY INCOME BY PARTICIPATION IN COMPENSATORY EDUCATION AND GRADE COHORT: CATHOLIC SCHOOL SUPPLEMENT, 1992
(UNWEIGHTED COLUMN PERCENTAGES)

TOTAL FAMILY INCOME	TOTAL	High Poverty Catholic Schools		All Catholic Schools	
		Any Chapter 1	No Program	Any Chapter 1	No Program
1ST GRADE COHORT					
$0 - $4,999	5.9%	12.0%	8.4%	8.6%	5.3%
$5,000 - $9,999	8.0%	16.0%	16.4%	9.6%	7.8%
$10,000 - $14,999	8.0%	16.0%	7.5%	14.2%	6.4%
$15,000 - $19,999	9.2%	13.0%	11.2%	10.7%	8.8%
$20,000 - $34,999	27.7%	28.0%	29.4%	31.0%	26.4%
$35,000 - $49,999	19.5%	7.0%	14.0%	12.2%	22.2%
$50,000 and Over	21.8%	8.0%	13.1%	13.7%	23.3%
Missing data	21.0	17.0	20.7	22.4	20.4
4TH GRADE COHORT					
$0 - $4,999	5.8%	14.4%	8.6%	9.5%	4.4%
$5,000 - $9,999	7.6%	20.7%	7.7%	12.8%	5.6%
$10,000 - $14,999	9.1%	11.7%	12.7%	10.7%	8.3%
$15,000 - $19,999	8.0%	9.9%	8.6%	8.6%	7.2%
$20,000 - $34,999	30.1%	22.5%	30.0%	30.9%	30.3%
$35,000 - $49,999	17.8%	10.8%	16.8%	14.8%	18.7%
$50,000 and Over	21.7%	9.9%	15.5%	12.8%	25.4%
Missing data	19.3	19.6	19.4	22.4	18.1
TOTAL N					
1st Grade Cohort	1,110	121	270	252	810
4th Grade Cohort	1,026	138	273	313	692

Notes: All column percentages are based on valid number of cases. Missing data percentages are based on total N for each grade cohort. High poverty schools are those with 75 percent or more of the students eligible for free or reduced-price school lunches. "No Program" includes non-participants and students for whom Chapter 1 is not available at their school or grade level. Excluded from this category are students served only through a State- or locally-funded compensatory education program.

Source: *Prospects, Parent Questionnaire*

to Families with Dependent Children (AFDC) than non-participants (e.g., approximately 21% vs. 11% in high-poverty schools for both the 1st and 4th grade cohorts, Exhibit 3.2), and their students are more likely to receive free or reduced-price school meals. There are small differences in the receipt of both Supplemental Security Income (SSI) and unemployment benefits between the two groups.

Overall, Catholic school students who receive Chapter 1 services are less likely to receive AFDC benefits than their public school counterparts across both grade cohorts (Ex.2.8, p.143). However, in high-poverty schools the rates of AFDC receipt are very similar. The one notable exception is the lower rates of participation in free or reduced-price breakfast in Catholic schools. This is due to the generally lower availability of the School Breakfast Program in private schools (St. Pierre, et al., 1991).

It is also surprising that Chapter 1 students in high-poverty Catholic and public schools have comparable rates of AFDC receipt given that the families of Chapter 1 students in public schools have lower incomes than the sampled Catholic school students. In part, this may be due to eligibility criteria that do not distinguish among poor families (except in the size of their benefits). But, it also may indicate a greater inability of the public school families to avail themselves of resources for which they may be qualified.

MOTHER'S EDUCATIONAL ATTAINMENT

Overall, the mothers of Catholic school students who receive Chapter 1 assistance have lower educational attainment than the mothers of non-participants. However, there are no significant differences in the educational attainment of the mothers of sampled children who attend high-poverty Catholic schools and who do and do not receive Chapter 1 services (Exhibit 3.3).

The educational attainment of mothers of children in the sampled Catholic schools is higher than that observed in public schools (Ex.2.10, p.145). For example, 29 percent of the mothers of 1st grade cohort public school students who receive Chapter 1 services have less than a high school education, compared to 12 percent in the Catholic school 1st grade sample. Similarly, 28 percent of the mothers of public school students in the 4th grade cohort who receive Chapter 1 services have less than a high school education, versus 18 percent in the Catholic school sample.

EXHIBIT 3.2
FAMILY RECEIPT OF PUBLIC ASSISTANCE BY PARTICIPATION IN COMPENSATORY EDUCATION AND GRADE COHORT: CATHOLIC SCHOOL SUPPLEMENT, 1992
(UNWEIGHTED COLUMN PERCENTAGES)

FAMILY RECEIPT OF PUBLIC ASSISTANCE	TOTAL	High Poverty Catholic Schools		All Catholic Schools	
		Any Chapter 1	No Program	Any Chapter 1	No Program
1ST GRADE COHORT					
AFDC	7.8%	21.2%	11.4%	12.7%	6.4%
SSI	1.1%	2.9%	1.4%	1.5%	1.0%
Unemployment benefits	5.0%	2.9%	6.0%	2.9%	5.8%
Missing data	17.6	14.1	18.9	19.1	17.0
Free or reduced-price breakfast	12.1%	34.7%	18.6%	19.4%	10.5%
Missing data	16.7	19.0	20.1	22.8	16.5
Free or reduced-price lunch	37.4%	80.0%	68.2%	47.5%	34.9%
Missing data	17.9	17.4	18.5	22.2	16.5
4TH GRADE COHORT					
AFDC	8.0%	21.9%	11.4%	13.3%	5.8%
SSI	1.9%	3.5%	2.6%	3.1%	1.5%
Unemployment benefits	6.6%	4.4%	3.1%	6.6%	6.8%
Missing data	15.0	17.4	16.1	18.2	13.4
Free or reduced-price breakfast	12.7%	37.0%	13.7%	22.5%	9.1%
Missing data	15.9	21.7	16.9	21.7	14.2
Free or reduced-price lunch	37.4%	84.4%	60.0%	50.4%	32.8%
Missing data	16.7	21.0	13.9	21.7	14.2
TOTAL N					
1st Grade Cohort	1,110	121	270	252	810
4th Grade Cohort	1,026	138	273	313	692

Notes: All column percentages are based on valid number of cases. Missing data percentages are based on total N for each grade cohort. High poverty schools are those with 75 percent or more of the students eligible for free or reduced-price school lunches. "No Program" includes non-participants and students for whom Chapter 1 is not available at their school or grade level. Excluded from this category are students served only through a State- or locally-funded compensatory education program.

Source: *Prospects, Parent Questionnaire*

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EXHIBIT 3.3
MOTHER'S HIGHEST EDUCATIONAL ATTAINMENT BY PARTICIPATION IN COMPENSATORY EDUCATION AND GRADE COHORT: CATHOLIC SCHOOL SUPPLEMENT, 1992
(UNWEIGHTED COLUMN PERCENTAGES)

MOTHER'S HIGHEST EDUCATIONAL ATTAINMENT	TOTAL	High Poverty Catholic Schools		All Catholic Schools	
		Any Chapter 1	No Program	Any Chapter 1	No Program
1ST GRADE COHORT					
Less than high school diploma	6.9%	11.6%	9.8%	11.8%	5.2%
High school diploma/GED	25.4%	17.4%	22.7%	24.2%	25.9%
Vocational/trade school	10.3%	11.6%	11.9%	10.7%	10.5%
Some college	24.3%	30.2%	25.8%	25.3%	24.0%
2-Year college degree	14.0%	18.6%	16.5%	15.7%	14.1%
4-Year college degree	14.7%	10.5%	10.8%	10.1%	15.1%
Master's/Ph.D.	4.5%	0.0%	2.6%	2.3%	5.2%
Missing data	24.0	28.9	28.1	29.7	22.2
4TH GRADE COHORT					
Less than high school diploma	11.4%	20.4%	12.9%	17.6%	9.0%
High school diploma/GED	25.2%	20.4%	23.2%	25.7%	25.1%
Vocational/trade school	12.3%	14.3%	10.3%	10.8%	12.9%
Some college	23.1%	24.5%	29.9%	23.4%	23.2%
2-Year college degree	10.1%	10.2%	8.8%	10.4%	9.7%
4-Year college degree	13.6%	8.2%	10.8%	10.8%	14.6%
Master's/Ph.D.	4.2%	2.0%	4.1%	1.4%	5.4%
Missing data	25.0	29.0	28.9	29.1	22.8
TOTAL N					
1st Grade Cohort	1,110	121	270	252	810
4th Grade Cohort	1,026	138	273	313	692

Notes: All column percentages are based on valid number of cases. Missing data percentages are based on total N for each grade cohort. High poverty schools are those with 75 percent or more of the students eligible for free or reduced-price school lunches. "No Program" includes non-participantsand students for whom Chapter 1 is not available at their school or grade level. Excluded from this category are students served only through a State- or locally-funded compensatory education program.

Source: *Prospects, Parent Questionnaire*

The children who receive Chapter 1 assistance and who attend the sampled high-poverty Catholic schools clearly have more educated parents. This is important because previous research has consistently shown students' academic success is positively related to mothers' educational attainment (Baker and Stevenson, 1986; Benson et al., 1980; Eagle, 1989; and Sattes, 1985). This difference may also reflect a higher value placed on education, and may be the reason that the Catholic school parents have made the effort to place their children in what they may believe to be a better educational setting.

MOTHER'S EMPLOYMENT STATUS

There are no significant differences between the employment status of the mothers of sampled students who attend Catholic schools and receive Chapter 1 services and non-participating children across the two grade cohorts (see Exhibit 3.4).

Compared to students who receive Chapter 1 assistance in public schools, however, mothers of Catholic school sample students exhibit slightly higher rates of full- or part-time employment (Ex.2.12, p.147). This finding is present across both the 1st (77% for Catholic vs. 62% for public) and 4th grade cohorts (73% for Catholic vs. 60% for public). This may explain the higher family incomes observed for the Catholic school students.

PARENTAL MARITAL STATUS

As shown in Exhibit 3.5, parents of the sampled Catholic school 1st grade cohort who receive Chapter 1 assistance are generally more likely than non-participants to be living with a parent who was never married. The observed findings for students who receive Chapter 1 assistance are similar to Chapter 1 students in public schools (Ex.2.14, p.149).

PARENT'S NATIVE LANGUAGE

Parents of the sampled students who attend Catholic schools and who receive Chapter 1 services are more likely than the parents of non-participating children to report that English is **not** their native

EXHIBIT 3.4
MOTHER'S EMPLOYMENT STATUS BY PARTICIPATION IN COMPENSATORY EDUCATION AND GRADE COHORT: CATHOLIC SCHOOL SUPPLEMENT, 1992
(UNWEIGHTED COLUMN PERCENTAGES)

MOTHER'S EMPLOYMENT STATUS	TOTAL	High Poverty Catholic Schools		All Catholic Schools	
		Any Chapter 1	No Program	Any Chapter 1	No Program
1ST GRADE COHORT					
Works full time	58.6%	61.7%	62.1%	59.3%	57.6%
Works part time	16.2%	14.9%	10.3%	17.5%	16.0%
Homemaker	16.5%	11.7%	14.9%	12.7%	17.9%
Unemployed	5.0%	5.3%	8.2%	6.4%	4.9%
Retired/disabled	1.4%	3.2%	2.6%	2.1%	1.3%
Student	2.3%	3.2%	2.1%	2.1%	2.4%
Missing data	22.5	22.3	27.8	25.0	21.5
4TH GRADE COHORT					
Works full time	61.4%	55.9%	61.5%	63.1%	60.1%
Works part time	13.7%	9.8%	9.8%	9.4%	15.9%
Homemaker	15.7%	15.7%	18.1%	15.5%	16.3%
Unemployed	5.1%	11.8%	5.9%	6.9%	4.3%
Retired/disabled	1.6%	2.9%	1.0%	2.2%	1.1%
Student	2.5%	3.9%	3.9%	3.0%	2.3%
Missing data	21.3	26.0	24.9	25.6	19.2
TOTAL N					
1st Grade Cohort	1,110	121	270	252	810
4th Grade Cohort	1,026	138	273	313	692

Notes: All column percentages are based on valid number of cases. Missing data percentages are based on total N for each grade cohort. High poverty schools are those with 75 percent or more of the students eligible for free or reduced-price school lunches. "No Program" includes non-participants and students for whom Chapter 1 is not available at their school or grade level. Excluded from this category are students served only through a State- or locally-funded compensatory education program.

Source: *Prospects, Parent Questionnaire*

EXHIBIT 3.5
PARENTS' MARITAL STATUS BY PARTICIPATION IN COMPENSATORY EDUCATION AND GRADE COHORT: CATHOLIC SCHOOL SUPPLEMENT, 1992
(UNWEIGHTED COLUMN PERCENTAGES)

PARENTS MARITAL STATUS	TOTAL	High Poverty Catholic Schools		All Catholic Schools	
		Any Chapter 1	No Program	Any Chapter 1	No Program
1ST GRADE COHORT					
Married or living like married	71.3%	58.7%	63.8%	65.7%	72.7%
Divorced/widowed/ separated	17.8%	11.5%	23.1%	15.2%	18.7%
Never married	10.9%	29.8%	13.1%	19.1%	8.6%
Missing data	15.0	14.0	15.2	16.7	14.1
4TH GRADE COHORT					
Married or living like married	69.5%	48.8%	65.7%	64.1%	72.3%
Divorced/widowed/ separated	22.0%	35.5%	22.5%	25.9%	20.2%
Never married	8.6%	15.7%	11.9%	10.0%	7.5%
Missing data	12.2	12.3	13.6	13.7	11.4
TOTAL N					
1st Grade Cohort	1,110	121	270	252	810
4th Grade Cohort	1,026	138	273	313	692

Notes: All column percentages are based on valid number of cases. Missing data percentages are based on total N for each grade cohort. High poverty schools are those with 75 percent or more of the students eligible for free or reduced-price school lunches. "No Program" includes non-participants and students for whom Chapter 1 is not available at their school or grade level. Excluded from this category are students served only through a State- or locally-funded compensatory education program.

Source: *Prospects, Parent Questionnaire*

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language (Exhibit 3.6). With regard to the high poverty schools the percentages for Chapter 1 students in both cohorts are quite similar to those observed for high-poverty public school Chapter 1 students (Ex.2.16, p.151).

STUDENT GENDER

Males are somewhat more likely than females, in the sample of Catholic school students, to receive Chapter 1 services in both the 1st and 4th grade cohorts (see Exhibit 3.7). This is the same situation observed in public schools (Ex.2.18, p.153).

STUDENT RACE/ETHNICITY

As shown in Exhibit 3.8, there is a relationship between receipt of Chapter 1 services in the sampled Catholic schools and student ethnicity. The sampled students in both grade cohorts who receive Chapter 1 services are more likely to be non-Hispanic black relative to the Catholic school students who do not receive such assistance. For example, overall 51 percent of students who receive Chapter 1 assistance are black, non-hispanic and 13 percent are white.

This is in striking contrast to the public school distributions (Ex.2.19, p.153) that show much greater diversity for both Chapter 1 participants and non-participants (41% are white and 28% are black). Clearly, the Catholic schools comprising this sample serve a different population of children in terms of race and ethnicity than do public schools nationally. In all likelihood, this is a consequence of the urban concentration of the Catholic school sample. Recent national data (NCES, 1995) indicate that African-Americans are less likely to be enrolled in Catholic schools than in public schools (9.3% vs. 16.2%).

STUDENT ENGLISH LANGUAGE PROFICIENCY

There are essentially no differences in access to English as a Second Language (ESL) and/or bilingual education services through Chapter 1 for students in the Catholic school sample who do and do not receive Chapter 1 services (Exhibit 3.9).

EXHIBIT 3.6
PARENTS' NATIVE LANGUAGE BY PARTICIPATION IN COMPENSATORY EDUCATION AND GRADE COHORT: CATHOLIC SCHOOL SUPPLEMENT, 1992
(UNWEIGHTED COLUMN PERCENTAGES)

IS ENGLISH YOUR NATIVE LANGUAGE?	TOTAL	High Poverty Catholic Schools		All Catholic Schools	
		Any Chapter 1	No Program	Any Chapter 1	No Program
1ST GRADE COHORT					
Yes	69.2%	78.5%	59.7%	62.0%	70.1%
No	30.8%	21.5%	40.3%	38.0%	29.9%
Missing data	14.3	11.6	14.4	15.5	13.6
4TH GRADE COHORT					
Yes	65.1%	65.0%	63.5%	59.4%	66.8%
No	34.9%	35.0%	36.5%	40.6%	33.2%
Missing data	13.3	15.2	14.7	15.0	12.4
TOTAL N					
1st Grade Cohort	1,110	121	270	252	810
4th Grade Cohort	1,026	138	273	313	692

Notes: All column percentages are based on valid number of cases. Missing data percentages are based on total N for each grade cohort. High poverty schools are those with 75 percent or more of the students eligible for free or reduced-price school lunches. "No Program" includes non-participants and students for whom Chapter 1 is not available at their school or grade level. Excluded from this category are students served only through a State- or locally-funded compensatory education program.

Source: *Prospects, Parent Questionnaire*

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EXHIBIT 3.7
STUDENTS' GENDER BY PARTICIPATION IN COMPENSATORY EDUCATION AND GRADE COHORT: CATHOLIC SCHOOL SUPPLEMENT, 1992
(UNWEIGHTED COLUMN PERCENTAGES)

STUDENT'S GENDER	TOTAL	High Poverty Catholic Schools		All Catholic Schools	
		Any Chapter 1	No Program	Any Chapter 1	No Program
1ST GRADE COHORT					
Male	50.9%	57.0%	48.5%	57.1%	48.5%
Female	49.1%	43.0%	51.5%	42.9%	51.5%
Missing data	2.2	0.0	2.2	0.0	2.6
4TH GRADE COHORT					
Male	47.8%	55.5%	45.2%	51.5%	46.2%
Female	52.2%	44.5%	54.8%	48.5%	53.8%
Missing data	4.0	7.3	4.4	4.5	3.9
TOTAL N					
1st Grade Cohort	1,110	121	270	252	810
4th Grade Cohort	1,026	138	273	313	692

Notes: All column percentages are based on valid number of cases. Missing data percentages are based on total N for each grade cohort. High poverty schools are those with 75 percent or more of the students eligible for free or reduced-price school lunches. "No Program" includes non-participants and students for whom Chapter 1 is not available at their school or grade level. Excluded from this category are students served only through a State- or locally-funded compensatory education program.

Source: *Prospects, Student Abstract*

EXHIBIT 3.8
STUDENTS' RACE/ETHNICITY BY PARTICIPATION IN COMPENSATORY EDUCATION AND GRADE COHORT: CATHOLIC SCHOOL SUPPLEMENT, 1992
(UNWEIGHTED COLUMN PERCENTAGES)

STUDENT'S RACE/ETHNICITY	TOTAL	High Poverty Catholic Schools		All Catholic Schools	
		Any Chapter 1	No Program	Any Chapter 1	No Program
1ST GRADE COHORT					
White, not hispanic	29.5%	0.0%	4.8%	13.3%	34.3%
Black, not hispanic	39.5%	71.3%	54.8%	50.8%	35.6%
Hispanic	25.0%	26.7%	29.0%	33.2%	22.8%
Other	5.9%	2.0%	11.3%	2.8%	7.3%
Missing data	25.5	16.5	31.1	28.2	25.2
4TH GRADE COHORT					
White, not hispanic	25.4%	1.1%	1.5%	10.5%	31.3%
Black, not hispanic	37.6%	64.5%	55.1%	50.2%	31.9%
Hispanic	28.8%	30.1%	30.0%	33.0%	27.6%
Other	8.2%	4.3%	13.7%	6.2%	9.2%
Missing data	25.2	32.6	24.9	33.2	21.5
TOTAL N					
1st Grade Cohort	1,110	121	270	252	810
4th Grade Cohort	1,026	138	273	313	692

Notes: All column percentages are based on valid number of cases. Missing data percentages are based on total N for each grade cohort. High poverty schools are those with 75 percent or more of the students eligible for free or reduced-price school lunches. "No Program" includes non-participants and students for whom Chapter 1 is not available at their school or grade level. Excluded from this category are students served only through a State- or locally-funded compensatory education program.

Source: *Prospects, Student Abstract*

EXHIBIT 3.9
RECEIPT OF CHAPTER 1 ESL/BILINGUAL SERVICES BY PARTICIPATION IN COMPENSATORY EDUCATION AND GRADE COHORT: CATHOLIC SCHOOL SUPPLEMENT, 1992
(UNWEIGHTED COLUMN PERCENTAGES)

RECEIPT OF CHAPTER 1 ESL/BILINGUAL SERVICES	TOTAL	High Poverty Catholic Schools		All Catholic Schools	
		Any Chapter 1	No Program	Any Chapter 1	No Program
1st Grade Cohort					
Receive services	4.3%	0.0%	0.0%	1.8%	0.0%
Missing data	3.4	0.0	0.4	1.2	2.8
4TH GRADE COHORT					
Receive services	0.8%	3.8%	0.0%	2.6%	0.0%
Missing data	4.1	3.6	12.8	1.6	5.4
TOTAL N					
1st Grade Cohort	1,110	121	270	252	310
4th Grade Cohort	1,026	138	273	313	692

Notes: All column percentages are based on valid number of cases. Missing data percentages are based on total N for each grade cohort. High poverty schools are those with 75 percent or more of the students eligible for free or reduced-price school lunches. "No Program" includes non-participants and students for whom Chapter 1 is not available at their school or grade level. Excluded from this category are students served only through a State- or locally-funded compensatory education program.

Source: *Prospects, Student Abstract*

STUDENT HANDICAPS/DISABILITIES

There are no differences between the sampled Catholic school students who do and do not receive Chapter 1 services in terms of the extent to which they have been identified with speech or learning disabilities (see Exhibit 3.10). Overall, there are small differences between Catholic and public school Chapter 1 students in the incidence of such diagnoses (Ex.2.23, p.157). These data should, however, be used with caution as they are derived from school records, and we do not have information about possible differences in the assessment methods used in Catholic and public schools.

KINDERGARTEN AND PRESCHOOL

Childrens' preschool (anytime between the ages of one and five) and kindergarten attendance is reported in Exhibit 3.11. These data were collected from student (kindergarten participation) and parent reports (preschool services)[5]. As shown, there are no differences between the experiences of students who do and do not receive Chapter 1 assistance in the sampled Catholic schools. Moreover, the rates of participation are essentially the same as those observed for public school students who participate in Chapter 1 (Ex.2.25, p.159).

[5]Data for kindergarten attendance for the 1st grade cohort were collected from current school records since these students did not complete a self-administered questionnaire. These data suggested an under-report of kindergarten attendance and hence are not reported here.

EXHIBIT 3.10
SCHOOL-RECORDED HANDICAPS/DISABILITIES BY PARTICIPATION IN COMPENSATORY EDUCATION AND GRADE COHORT: CATHOLIC SCHOOL SUPPLEMENT, 1992
(UNWEIGHTED COLUMN PERCENTAGES)

SCHOOL-RECORDED HANDICAPS/DISABILITIES	TOTAL	High Poverty Catholic Schools		All Catholic Schools	
		Any Chapter 1	No Program	Any Chapter 1	No Program
1ST GRADE COHORT					
Speech problem	2.1%	3.3%	0.0%	4.6%	0.8%
Learning disability	1.8%	7.5%	1.5%	5.0%	0.7%
Missing data	8.9	0.8	0.4	5.2	10.6
4TH GRADE COHORT					
Speech problem	0.6%	2.2%	0.0%	1.3%	0.3%
Learning disability	0.9%	1.5%	1.5%	1.0%	0.8%
Missing data	2.9	0.7	3.7	1.3	3.6
TOTAL N					
1st Grade Cohort	1,110	121	270	252	810
4th Grade Cohort	1,026	138	273	313	692

Notes: All column percentages are based on valid number of cases. Missing data percentages are based on total N for each grade cohort. High poverty schools are those with 75 percent or more of the students eligible for free or reduced-price school lunches. "No Program" includes non-participants and students for whom Chapter 1 is not available at their school or grade level. Excluded from this category are students served only through a State- or locally-funded compensatory education program.

Source: *Prospects, Student Abstract*

EXHIBIT 3.11
REPORTED PARTICIPATION IN KINDERGARTEN AND PRESCHOOL BY PARTICIPATION IN COMPENSATORY EDUCATION AND GRADE COHORT: CATHOLIC SCHOOL SUPPLEMENT, 1992
(UNWEIGHTED COLUMN PERCENTAGES)

REPORTED PARTICIPATION IN KINDERGARTEN AND PRESCHOOL	TOTAL	High Poverty Catholic Schools		All Catholic Schools	
		Any Chapter 1	No Program	Any Chapter 1	No Program
1ST GRADE COHORT					
Day care center	33.3%	27.3%	31.5%	34.4%	32.4%
Family day care	20.7%	17.4%	13.3%	22.5%	19.9%
Head Start	21.0%	24.8%	24.4%	22.5%	20.3%
Nursery school/preschool	58.8%	42.2%	38.9%	52.3%	60.7%
Missing data	18.7	1.7	0.0	22.6	17.4
4TH GRADE COHORT					
Day care center	31.5%	30.4%	30.0%	35.2%	29.5%
Family day care	22.0%	15.9%	14.3%	22.2%	21.9%
Head Start	23.8%	29.0%	26.7%	26.4%	23.1%
Nursery school/preschool	50.8%	31.2%	34.8%	46.4%	52.1%
Missing data	18.5	0.7	0.4	23.6	16.2
Kindergarten	94.4%	89.4%	93.3%	90.4%	96.1%
Missing data	4.0	4.3	2.2	3.2	4.5
TOTAL N					
1st Grade Cohort	1,110	121	270	252	810
4th Grade Cohort	1,026	138	273	313	692

Notes: All column percentages are based on valid number of cases. Missing data percentages are based on total N for each grade cohort. Total N -- unweighted Catholic school totals; weighted public school totals. High poverty schools are those with 75 percent or more of the students eligible for free or reduced-price school lunches. "No Program" includes non-participants and students for whom Chapter 1 is not available at their school or grade level. Excluded from this category are students served only through a State- or locally-funded compensatory education program.

Source: *Prospects, Student and Parent Questionnaires.*

CHAPTER 4

STUDENT INVOLVEMENT IN SCHOOL ACTIVITIES AND SCHOOL-RELATED EVENTS

This chapter examines student participation in school-supported extracurricular activities such as sports, plays, and musical programs. This chapter also examines the extent to which students feel good about going to school, and the extent to which they have experienced a variety of negative events at school (e.g., school disciplining, theft, and physical threats). Again, except where noted the reported statistics refer to the distributions for all Catholic schools.

INVOLVEMENT IN ORGANIZED SCHOOL ACTIVITIES

Sampled Catholic school students in the 4th grade cohort were asked to provide information relating to their involvement in organized school activities.[1] Results for a number of these activities are displayed in Exhibit 4.1. There are no differences between sampled students who attend Catholic schools and who do and do not receive Chapter 1 assistance. Comparable participation rates are observed for Chapter 1 students in public schools (Ex.2.27, p.161).

SCHOOL-RELATED EVENTS

This section reports on a set of questions also asked of 4th grade students relating to negative experiences that they may have had at school (displayed in the upper part of Exhibit 4.2). As shown, there are no significant differences between the sampled Catholic school students who do and do not receive Chapter 1 services. Compared to Chapter 1 students in public schools (Ex.2.29, p.163), Catholic school sample students had similar experiences with the exception of being more likely to be kept after school for misbehaving (38% vs. 22%).

Students were also asked about how they feel about going to school every day. About 36 percent of the 4th grade Catholic school sample students who receive Chapter 1 services reported that they like going to school a lot, which was the same percentage observed for non-participating students. Public

[1] As discussed in Chapter 1, 1st grade students were not asked to complete a questionnaire because of their age.

EXHIBIT 4.1
STUDENTS' PARTICIPATION IN SCHOOL ACTIVITIES BY PARTICIPATION IN COMPENSATORY EDUCATION AND GRADE COHORT: CATHOLIC SCHOOL SUPPLEMENT, 1992
(UNWEIGHTED COLUMN PERCENTAGES)

STUDENT'S PARTICIPATION IN SCHOOL ACTIVITIES	TOTAL	High Poverty Catholic Schools		All Catholic Schools	
		Any Chapter 1	No Program	Any Chapter 1	No Program
4TH GRADE COHORT					
School sports	38.7%	42.6%	38.2%	40.8%	37.4%
Missing data	7.5	6.5	8.8	6.1	8.4
Performance Activities					
Band/orchestra	5.0%	0.0%	6.8%	2.3%	5.8%
Missing data	13.7	18.8	13.2	15.7	12.7
Chorus/choir	19.9%	20.7%	24.9%	21.7%	19.2%
Missing data	13.2	19.6	10.3	16.0	11.9
Acting, singing, dancing in school plays	40.3%	47.0%	44.4%	44.4%	38.6%
Missing data	11.8	16.7	9.2	13.7	11.0
TOTAL N 4TH GRADE COHORT	1026	138	273	313	692

Notes: All column percentages are based on valid number of cases. Missing data percentages are based on total N for each grade cohort. High poverty schools are those with 75 percent or more of the students eligible for free or reduced-price school lunches. "No Program" includes non-participants and students for whom Chapter 1 is not available at their school or grade level. Excluded from this category are students served only through a State- or locally-funded compensatory education program.

Source: *Prospects, Student Questionnaire*

EXHIBIT 4.2
SCHOOL-RELATED EVENTS BY PARTICIPATION IN COMPENSATORY EDUCATION AND GRADE COHORT: CATHOLIC SCHOOL SUPPLEMENT, 1992
(UNWEIGHTED COLUMN PERCENTAGES)

SCHOOL RELATED EVENTS	TOTAL	High Poverty Catholic Schools		All Catholic Schools	
		Any Chapter 1	No Program	Any Chapter 1	No Program
4TH GRADE COHORT					
Did the Following Events Ever Happen to You This School Year?					
Sent to the office for misbehaving	27.4%	37.2%	26.1%	33.3%	24.5%
Missing data	7.8	12.3	5.9	9.0	7.2
Kept after school for misbehaving	31.2%	40.0%	26.8%	37.6%	29.3%
Missing data	9.8	15.9	8.4	11.5	8.8
Parents were called in for misbehaving	17.5%	26.6%	22.0%	21.9%	15.9%
Missing data	10.6	18.1	9.9	13.7	9.3
Had something stolen at school	45.2%	44.2%	47.0%	44.7%	45.4%
Missing data	8.5	13.0	8.1	9.3	8.2
Was threatened with harm	32.5%	45.3%	34.5%	34.2%	31.6%
Missing data	9.6	15.2	7.7	11.2	8.5
How Do You Feel About Going to School Everyday?					
Like it a lot	34.8%	39.4%	43.9%	35.8%	34.7%
Like it okay	40.6%	31.8%	40.1%	38.0%	41.5%
Don't care	6.0%	6.1%	5.3%	4.5%	6.5%
Don't want to go	13.2%	22.7%	10.7%	17.9%	11.1%
Missing data	5.4	4.4	4.0	3.8	6.2
TOTAL N 4TH GRADE COHORT	1,026	138	273	313	692

Notes: All column percentages are based on valid number of cases. Missing data percentages are based on total N for each grade cohort. High poverty schools are those with 75 percent or more of the students eligible for free or reduced-price school lunches. "No Program" includes non-participants and students for whom Chapter 1 is not available at their school or grade level. Excluded from this category are students served only through a State- or locally-funded compensatory education program.

Source: *Prospects, Student Questionnaire*

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school students who receive Chapter 1 services also report the same degree of satisfaction with attending school (Ex.2.29, p.163).

CHAPTER 5

STUDENT ACADEMIC PERFORMANCE

This chapter examines the academic performance of a sample of Catholic school students using a number of performance indicators including standardized test scores, academic grades, school attendance and behavior, and teacher judgements. Comparisons are also provided to students attending public schools, however, these comparisons must be used with caution due to the previously described differences in individual and family characteristics. As in previous chapters, except where noted the reported statistics refer to the distributions for all Catholic schools.

STANDARDIZED ACHIEVEMENT TESTS

Student achievement was assessed in reading and math using the Comprehensive Test of Basic Skills, Version 4 (CTBS/4.)[1] Exhibit 5.1 presents normal curve equivalents (NCEs) and national percentile results for both grade cohorts in these subject areas. On average, sampled students attending Catholic schools in both the 1st and 4th grade sample cohorts, who also receive Chapter 1 assistance, score at or below the 25th percentile in reading (25.0 and 22.3 percentile ranks respectively). In math, both cohorts score even lower, 18.2 for the 1st, and 18.7 for the 4th grade cohort. Not surprisingly, non-participants score higher in both subject areas. The observed scores for Chapter 1 students are similar to those observed for public school Chapter 1 students (Ex.2.30, pp.165-169).

STUDENT GRADES

To augment the information on student performance provided by norm-referenced standardized tests, data were collected from students' current school records on their grades in the subject areas of reading/language arts/English, and math. Exemplary performance in these subject areas is indicated by the percentage of students earning high grades, comprising the categories "mostly A's," "about 1/2 A's and 1/2 B's," and "exceptional." Sampled students who receive Chapter 1 assistance in Catholic schools are substantially **less** likely than non-participants to receive high grades in all three of the subject areas (see Exhibits 5.2A, 5.2B and 5.2C). In both grade cohorts, non-participants are about three times more likely to receive high marks than their Chapter 1 classmates. Essentially similar percentages and

[1]For detailed information on the CTBS/4, see Puma et al., (1993) *Prospects: The Congressionally Mandated Study of Educational Growth and Opportunity, Interim Report.*

EXHIBIT 5.1
NORMAL CURVE EQUIVALENTS (NCE) AND NATIONAL PERCENTILE SCORES IN READING AND MATH BY GRADE COHORT AND PARTICIPATION IN COMPENSATORY EDUCATION: CATHOLIC SCHOOL SUPPLEMENT, 1992
[MEANS AND STANDARD DEVIATIONS]

NCE AND NATIONAL PERCENTILE IN READING AND MATH	TOTAL	High Poverty Catholic Schools		All Catholic Schools	
		Any Chapter 1	No Program	Any Chapter 1	No Program
1ST GRADE COHORT					
Total Reading					
Mean NCE	45.7	35.4	43.1	35.8	48.1
Mean percentile	41.9	24.3	37.0	25.0	46.5
Standard deviation of NCE	18.3	16.4	18.3	15.4	18.3
Total Math					
Mean NCE	40.4	30.3	39.2	30.9	42.9
Mean percentile	32.3	17.4	30.4	18.2	36.8
Standard deviation of NCE	19.9	16.5	19.7	15.8	20.2
4TH GRADE COHORT					
Total Reading					
Mean NCE	46.1	31.3	45.6	34.0	51.2
Mean percentile	42.7	18.6	41.7	22.3	52.3
Standard deviation of NCE	18.6	14.2	16.8	14.4	17.7
Total Math					
Mean NCE	43.8	28.6	42.6	31.3	49.5
Mean percentile	38.4	15.4	36.2	18.7	49.0
Standard deviation of NCE	20.6	15.0	17.2	16.0	20.1
TOTAL N					
1st Grade Cohort	1,110	121	270	252	810
4th Grade Cohort	1,026	138	273	313	692

Notes: All column percentages are based on valid number of cases. Missing data percentages are based on total N for each grade cohort. High poverty schools are those with 75 percent or more of the students eligible for free or reduced-price school lunches. "No Program" includes non-participants and students for whom Chapter 1 is not available at their school or grade level. Excluded from this category are students served only through a State- or locally-funded compensatory education program.

Source: Prospects, CTBS/4 test data

EXHIBIT 5.2A
READING GRADES BY PARTICIPATION IN COMPENSATORY EDUCATION AND GRADE COHORT: CATHOLIC SCHOOL SUPPLEMENT, 1992
(UNWEIGHTED COLUMN PERCENTAGES)

READING GRADES	TOTAL	High Poverty Catholic Schools		All Catholic Schools	
		Any Chapter 1	No Program	Any Chapter 1	No Program
1ST GRADE COHORT					
Mostly A's (90-100)	18.8%	3.3%	32.7%	4.0%	23.7%
About half A's and half B's (85-89)	9.5%	6.7%	15.6%	4.8%	10.1%
Mostly B's (80-84)	16.5%	20.8%	22.7%	13.5%	17.8%
About half B's and half C's (75-79)	6.0%	10.0%	4.8%	10.7%	4.6%
Mostly C's (70-74)	11.1%	29.2%	12.6%	20.6%	8.2%
About half C's and half D's (65-69)	1.4%	2.5%	1.5%	4.0%	0.6%
Mostly D's (60-64)	3.3%	9.2%	4.5%	7.5%	2.1%
Mostly below D (Below 60)	1.4%	6.7%	1.5%	3.6%	0.6%
Exceptional	4.1%	1.7%	0.0%	2.8%	4.0%
Satisfactory	15.3%	2.5%	1.1%	11.9%	16.7%
Unsatisfactory	1.8%	2.5%	0.4%	4.4%	1.0%
Other	1.0%	5.0%	2.6%	2.0%	0.7%
Missing data	9.9	0.8	0.4	10.3	10.0
4TH GRADE COHORT					
Mostly A's (90-100)	18.1%	1.7%	21.5%	3.8%	24.9%
About half A's and half B's (85-89)	13.3%	5.8%	23.2%	7.4%	15.9%
Mostly B's (80-84)	20.7%	14.1%	15.5%	16.6%	22.4%
About half B's and half C's (75-79)	8.9%	14.9%	8.6%	12.5%	6.9%
Mostly C's (70-74)	17.8%	35.5%	15.9%	28.8%	12.7%
About half C's and half D's (65-69)	2.3%	5.8%	2.6%	4.5%	1.5%
Mostly D's (60-64)	3.9%	5.8%	3.4%	6.1%	3.0%
Mostly below D (Below 60)	1.2%	2.5%	1.3%	2.9%	0.4%
Exceptional	1.5%	1.7%	5.2%	1.0%	1.7%
Satisfactory	1.4%	6.6%	2.6%	2.6%	0.9%
Unsatisfactory	0.8%	5.8%	0.4%	2.2%	0.1%
Other	0.0%	0.0%	0.0%	0.0%	0.0%
Missing data	10.2	12.3	14.7	11.8	9.5
TOTAL N					
1st Grade Cohort	1,110	121	270	252	810
4th Grade Cohort	1,026	138	273	313	692

Notes: All column percentages are based on valid number of cases. Missing data percentages are based on total N for each grade cohort. High poverty schools are those with 75 percent or more of the students eligible for free or reduced-price school lunches. "No Program" includes non-participants and students for whom Chapter 1 is not available at their school or grade level. Excluded from this category are students served only through a State- or locally-funded compensatory education program.

Source: *Prospects, Student Abstract*

EXHIBIT 5.2B
LANGUAGE ARTS/ENGLISH GRADES BY PARTICIPATION IN COMPENSATORY EDUCATION AND GRADE COHORT: CATHOLIC SCHOOL SUPPLEMENT, 1992
(UNWEIGHTED COLUMN PERCENTAGES)

LANGUAGE ARTS/ENGLISH GRADES	TOTAL	High Poverty Catholic Schools		All Catholic Schools	
		Any Chapter 1	No Program	Any Chapter 1	No Program
1ST GRADE COHORT					
Mostly A's (90-100)	16.1%	2.5%	27.1%	4.4%	19.6%
About half A's and half B's (85-89)	10.8%	10.0%	12.6%	9.5%	10.6%
Mostly B's (80-84)	18.1%	17.5%	26.4%	13.9%	20.4%
About half B's and half C's (75-79)	8.6%	15.0%	6.0%	13.5%	6.8%
Mostly C's (70-74)	9.8%	29.2%	12.3%	19.8%	7.0%
About half C's and half D's (65-69)	2.2%	3.3%	3.0%	5.2%	1.4%
Mostly D's (60-64)	2.8%	9.2%	3.0%	6.8%	1.4%
Mostly below D (Below 60)	2.9%	5.8%	6.7%	4.0%	2.5%
Exceptional	2.2%	0.0%	0.0%	0.8%	2.4%
Satisfactory	17.9%	3.3%	0.4%	15.9%	18.8%
Unsatisfactory	1.3%	3.3%	1.9%	2.4%	0.7%
Other	0.3%	0.8%	0.7%	0.4%	0.3%
Missing data	7.1	0.8	0.4	3.6	8.3
4TH GRADE COHORT					
Mostly A's (90-100)	19.5%	3.3%	24.5%	3.8%	26.7%
About half A's and half B's (85-89)	13.9%	7.4%	21.9%	8.3%	16.8%
Mostly B's (80-84)	22.2%	16.5%	18.0%	19.8%	23.3%
About half B's and half C's (75-79)	10.5%	14.1%	9.4%	15.0%	8.2%
Mostly C's (70-74)	16.7%	38.0%	8.6%	30.4%	10.1%
About half C's and half D's (65-69)	3.4%	1.7%	6.9%	3.2%	3.6%
Mostly D's (60-64)	3.7%	7.4%	2.6%	7.4%	2.2%
Mostly below D (Below 60)	1.7%	5.0%	1.7%	3.8%	0.7%
Exceptional	0.5%	0.0%	2.2%	0.0%	0.7%
Satisfactory	1.7%	6.6%	3.9%	2.6%	1.3%
Unsatisfactory	0.1%	0.0%	0.4%	0.0%	0.1%
Other	0.0%	0.0%	0.0%	0.0%	0.0%
Missing data	6.1	12.3	14.7	5.8	6.2
TOTAL N					
1st Grade Cohort	1,110	121	270	252	810
4th Grade Cohort	1,026	138	273	313	692

Notes: All column percentages are based on valid number of cases. Missing data percentages are based on total N for each grade cohort.
High poverty schools are those with 75 percent or more of the students eligible for free or reduced-price school lunches. "No Program" includes non-participants and students for whom Chapter 1 is not available at their school or grade level. Excluded from this category are students served only through a State- or locally-funded compensatory education program.

Source: *Prospects, Student Abstract*

EXHIBIT 5.2C
MATHEMATICS GRADES BY PARTICIPATION IN COMPENSATORY EDUCATION AND GRADE COHORT: CATHOLIC SCHOOL SUPPLEMENT, 1992
(UNWEIGHTED COLUMN PERCENTAGES)

MATHEMATICS GRADES	TOTAL	High Poverty Catholic Schools		All Catholic Schools	
		Any Chapter 1	No Program	Any Chapter 1	No Program
1ST GRADE COHORT					
Mostly A's (90-100)	22.0%	4.2%	36.4%	7.9%	26.2%
About half A's and half B's (85-89)	10.2%	5.9%	13.4%	6.0%	11.0%
Mostly B's (80-84)	18.4%	16.0%	27.5%	15.9%	19.8%
About half B's and half C's (75-79)	5.4%	9.2%	4.8%	9.9%	4.2%
Mostly C's (70-74)	8.3%	35.3%	7.1%	19.4%	5.1%
About half C's and half D's (65-69)	2.0%	6.7%	1.1%	6.0%	0.7%
Mostly D's (60-64)	2.9%	7.6%	3.7%	6.4%	1.6%
Mostly below D (Below 60)	2.5%	7.6%	4.5%	5.2%	1.7%
Exceptional	3.2%	0.0%	0.0%	2.8%	3.3%
Satisfactory	16.4%	2.5%	0.7%	13.1%	17.2%
Unsatisfactory	1.4%	3.4%	0.0%	2.8%	0.9%
Other	0.4%	1.7%	0.7%	0.8%	0.3%
Missing data	7.1	1.7	0.4	4.0	8.2
4TH GRADE COHORT					
Mostly A's (90-100)	19.8%	9.2%	23.6%	7.4%	25.9%
About half A's and half B's (85-89)	12.6%	4.2%	16.3%	8.3%	14.7%
Mostly B's (80-84)	22.2%	11.7%	18.0%	18.9%	23.0%
About half B's and half C's (75-79)	11.0%	19.2%	11.2%	13.7%	9.7%
Mostly C's (70-74)	17.7%	32.5%	14.2%	29.1%	12.6%
About half C's and half D's (65-69)	3.6%	7.5%	5.2%	5.4%	2.9%
Mostly D's (60-64)	3.5%	6.7%	3.9%	6.4%	2.3%
Mostly below D (Below 60)	1.1%	2.5%	1.3%	2.2%	0.6%
Exceptional	0.5%	0.0%	2.6%	0.0%	0.7%
Satisfactory	1.8%	6.7%	4.3%	2.6%	1.5%
Unsatisfactory	0.0%	0.0%	0.0%	0.0%	0.0%
Other	0.0%	0.0%	0.0%	0.0%	0.0%
Missing data	6.2	13.0	14.7	6.1	6.2
TOTAL N					
1st Grade Cohort	1,110	121	270	252	810
4th Grade Cohort	1,026	138	273	313	692

Notes: All column percentages are based on valid number of cases. Missing data percentages are based on total N for each grade cohort. High poverty schools are those with 75 percent or more of the students eligible for free or reduced-price school lunches. "No Program" includes non-participants and students for whom Chapter 1 is not available at their school or grade level. Excluded from this category are students served only through a State- or locally-funded compensatory education program.

Source: *Prospects, Student Abstract*

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differences are observed for public school Chapter 1 students (Ex.2.35, pp.177-181).

STUDENT SELF ASSESSMENT

Exhibit 5.3 displays results from 4th grade students' self assessment of their reading and math ability. Overall, the assessments are relatively positive, with 41 percent of sampled students in the Catholic school sample who receive Chapter 1 assistance reporting that they were "very good" in reading, and 43 percent reporting that they were "very good" in math. In reading, non-participants were **more** likely than Chapter 1 participants to give a positive assessment of their ability, with 62 percent reporting that they are very good readers. For math, the student self assessments were essentially the same for the two groups of Catholic school students. The self assessments of students receiving Chapter 1 assistance in public schools are similar to that reported by their Catholic school counterparts (Ex.2.39, p.183). This coincides with the similarity in standardized test scores and student academic grades.

GRADE RETENTION

For both grade cohorts, parents were asked whether their child had **ever** been retained in grade (see Exhibit 5.4). According to these reports, 13 percent of sampled students in Catholic schools who receive Chapter 1 assistance had been retained in 1st grade, increasing to 23 percent for the 4th grade cohort (the older students having more opportunities to be retained). The retention rates for students who receive Chapter 1 services, in both the 1st and 4th grade cohorts, were generally greater than for non-participating children (13% vs. 5% and 23% vs. 12%, for the two grade cohorts respectively) but these differences are too small to be statistically significant.

Students who receive Chapter 1 services in public and the sampled Catholic schools show similar parent-reported patterns of grade retention (Ex.2.41, p.185).

SCHOOL ATTENDANCE

Student school records were used as the basis for classifying students' level of absenteeism. These data indicate that the attendance patterns of sampled students who receive Chapter 1 assistance in Catholic schools is somewhat worse than that of non-participants for both grade cohorts (see Exhibit 5.5). In the 1st grade cohort, 27 percent of Chapter 1 students were absent from school more than ten days, compared to 18 percent of the non-participating children. Similarly, for the 4th grade cohort, 22 percent of Chapter 1 students were absent over ten days, compared to 14 percent of the non-participants.

EXHIBIT 5.3
STUDENTS' ACADEMIC SELF-ASSESSMENT BY PARTICIPATION IN COMPENSATORY EDUCATION AND GRADE COHORT: CATHOLIC SCHOOL SUPPLEMENT, 1992
(UNWEIGHTED COLUMN PERCENTAGES)

STUDENT'S ACADEMIC SELF-ASSESSMENT	TOTAL	High Poverty Catholic Schools		All Catholic Schools	
		Any Chapter 1	No Program	Any Chapter 1	No Program
READING COMPETENCE					
4TH GRADE COHORT					
Have a lot of trouble	4.0%	13.0%	4.5%	6.6%	2.6%
Find it hard, but do okay	37.2%	43.5%	33.8%	52.0%	30.2%
Am a very good reader	58.8%	43.5%	61.7%	41.4%	67.2%
Missing data	4.4	5.1	2.6	3.5	4.9
MATH COMPETENCE					
4th Grade Cohort					
Have a lot of trouble	7.1%	11.4%	6.7%	9.6%	5.6%
Find it hard, but do okay	46.2%	40.9%	49.8%	47.0%	45.5%
Am very good at math	46.6%	47.7%	43.5%	43.4%	48.9%
Missing data	4.5	4.4	2.2	3.5	5.1
TOTAL N 4th Grade Cohort	1,026	138	273	313	692

Notes: All column percentages are based on valid number of cases. Missing data percentages are based on total N for each grade cohort. High poverty schools are those with 75 percent or more of the students eligible for free or reduced-price school lunches. "No Program" includes non-participants and students for whom Chapter 1 is not available at their school or grade level. Excluded from this category are students served only through a State- or locally-funded compensatory education program.

Source: *Prospects, Student Questionnaire*

EXHIBIT 5.4
PARENT-REPORTED GRADE RETENTION BY PARTICIPATION IN COMPENSATORY EDUCATION AND GRADE COHORT: CATHOLIC SCHOOL SUPPLEMENT, 1992
(UNWEIGHTED COLUMN PERCENTAGES)

EVER REPEAT A GRADE?	TOTAL	High Poverty Catholic Schools		All Catholic Schools	
		Any Chapter 1	No Program	Any Chapter 1	No Program
1ST GRADE COHORT					
Yes	6.9%	15.1%	4.3%	13.3%	5.2%
No	93.1%	84.9%	95.7%	86.7%	94.8%
Missing data	13.9	12.4	13.7	16.7	12.7
4TH GRADE COHORT					
Yes	15.1%	22.3%	13.3%	23.4%	11.8%
No	84.9%	77.7%	86.7%	76.6%	88.2%
Missing data	11.6	12.3	11.7	14.1	10.4
TOTAL N					
1st Grade Cohort	1,110	121	270	252	810
4th Grade Cohort	1,026	138	273	313	692

Notes: All column percentages are based on valid number of cases. Missing data percentages are based on total N for each grade cohort. High poverty schools are those with 75 percent or more of the students eligible for free or reduced-price school lunches. "No Program" includes non-participants and students for whom Chapter 1 is not available at their school or grade level. Excluded from this category are students served only through a State- or locally-funded compensatory education program.

Source: *Prospects, Parent Questionnaire*

EXHIBIT 5.5
ABSENTEEISM BY PARTICIPATION IN COMPENSATORY EDUCATION AND GRADE COHORT: CATHOLIC SCHOOL SUPPLEMENT, 1992
(UNWEIGHTED COLUMN PERCENTAGES)

NUMBER OF DAYS OF SCHOOL MISSED THIS YEAR	TOTAL	High Poverty Catholic Schools		All Catholic Schools	
		Any Chapter 1	No Program	Any Chapter 1	No Program
1ST GRADE COHORT					
None	11.3%	8.7%	14.6%	8.9%	12.2%
1 to 2 days	19.7%	16.5%	18.4%	17.7%	20.5%
3 to 4 days	19.3%	18.2%	19.9%	20.2%	19.0%
5 to 10 days	30.0%	25.6%	28.8%	25.8%	30.8%
11 to 20 days	15.6%	24.8%	13.5%	22.2%	13.6%
Over 20 days	4.0%	6.6%	4.9%	5.2%	3.9%
Missing data	1.4	0.0	1.1	1.6	1.1
4TH GRADE COHORT					
None	17.4%	10.2%	20.5%	13.5%	19.1%
1 to 2 days	21.6%	19.7%	20.2%	20.6%	22.0%
3 to 4 days	18.4%	13.1%	23.1%	15.8%	19.4%
5 to 10 days	25.9%	27.0%	21.6%	28.0%	25.2%
11 to 20 days	14.0%	26.3%	11.6%	19.3%	11.5%
Over 20 days	2.8%	3.7%	3.0%	2.9%	2.8%
Missing data	0.8	0.7	1.8	0.6	0.9
TOTAL N					
1st Grade Cohort	1,110	121	270	252	810
4th Grade Cohort	1,026	138	273	313	692

Notes: All column percentages are based on valid number of cases. Missing data percentages are based on total N for each grade cohort. High poverty schools are those with 75 percent or more of the students eligible for free or reduced-price school lunches. "No Program" includes non-participants and students for whom Chapter 1 is not available at their school or grade level. Excluded from this category are students served only through a State- or locally-funded compensatory education program.

Source: Prospects, Student Abstract

The attendance patterns of public school Chapter 1 students are similar to those of the sampled Catholic school students (Ex.2.43, p.187).

TARDINESS

School records were also used to collect information on student tardiness. Overall, sampled Catholic school students who receive Chapter 1 assistance have rates of tardiness relatively similar to those of non-participants (see Exhibit 5.6). But, the sampled Catholic school Chapter 1 students showed higher rates of tardiness, in both grade cohorts, than public school Chapter 1 students (Ex.2.45, p.189). For the 1st grade cohort, 19 percent of Catholic school students who receive Chapter 1 assistance were late more than ten days compared to four percent of the public school students. Similar differences are observed for the 4th grade cohort (21% vs. 6%). This may reflect true differences, but may also be a consequence of differences in school policies regarding the definition and recording of tardiness.

SUSPENSIONS

Along with attendance and tardiness information, data were also collected on whether students were suspended during the past year. As Exhibit 5.7 shows, the use of suspensions is very infrequent for both grade cohorts, with little difference between the sampled Catholic school students who do and do not receive Chapter 1 services. Furthermore, the rate of suspensions in the Catholic school sample parallels that found for Chapter 1 students in the public schools (Ex.2.47, p.191).

TEACHER JUDGEMENTS - ABILITY AND ACHIEVEMENT

Students were rated by their teachers as to their overall ability to perform in school, and with respect to their overall school achievement. As expected, sampled students in Catholic schools who do **not** receive Chapter 1 services were far **more** likely to receive high teacher ratings on both measures than Catholic school students who receive Chapter 1 services. In the 1st grade cohort, 16 and 14 percent of the Catholic school Chapter 1 children respectively received high ratings on these two measures, compared to 49 and 40 percent of the non-participating children (see Exhibit 5.8). Although the percentage of students with high ratings is lower for 4th grade cohort students, the difference between participating and non-participating students is even larger (12% and 6% vs. 47% and 37%). The ratings of students who receive Chapter 1 services in Catholic schools are similar to those of public school Chapter 1 students (Ex.2.49, p.193).

EXHIBIT 5.6
TARDINESS BY PARTICIPATION IN COMPENSATORY EDUCATION AND GRADE COHORT: CATHOLIC SCHOOL SUPPLEMENT, 1992
(UNWEIGHTED COLUMN PERCENTAGES)

NUMBER OF DAYS LATE THIS YEAR	TOTAL	High Poverty Catholic Schools		All Catholic Schools	
		Any Chapter 1	No Program	Any Chapter 1	No Program
1ST GRADE COHORT					
None	43.3%	42.2%	44.6%	40.7%	43.7%
1 to 2 days	21.1%	17.4%	20.6%	21.4%	21.4%
3 to 4 days	9.3%	10.7%	10.1%	10.5%	9.1%
5 to 10 days	12.5%	9.9%	14.2%	8.9%	13.9%
11 to 20 days	8.3%	14.1%	6.0%	11.3%	7.1%
Over 20 days	5.6%	5.8%	4.5%	7.3%	4.8%
Missing data	1.6	0.0	1.1	1.6	1.4
4TH GRADE COHORT					
None	40.8%	26.1%	45.7%	31.2%	45.6%
1 to 2 days	22.9%	25.4%	23.2%	20.8%	23.3%
3 to 4 days	9.8%	10.9%	10.1%	9.7%	9.9%
5 to 10 days	11.6%	15.9%	8.6%	16.9%	9.2%
11 to 20 days	7.7%	10.9%	4.5%	11.0%	6.1%
Over 20 days	7.3%	10.9%	7.9%	10.4%	5.9%
Missing data	2.0	0.0	2.2	1.6	2.2
TOTAL N					
1st Grade Cohort	1,110	121	270	252	810
4th Grade Cohort	1,026	138	273	313	692

Notes: All column percentages are based on valid number of cases. Missing data percentages are based on total N for each grade cohort. High poverty schools are those with 75 percent or more of the students eligible for free or reduced-price school lunches. "No Program" includes non-participants and students for whom Chapter 1 is not available at their school or grade level. Excluded from this category are students served only through a State- or locally-funded compensatory education program.

Source: *Prospects, Student Abstract*

EXHIBIT 5.7
STUDENT SUSPENSIONS BY PARTICIPATION IN COMPENSATORY EDUCATION AND GRADE COHORT: CATHOLIC SCHOOL SUPPLEMENT, 1992
(UNWEIGHTED COLUMN PERCENTAGES)

WAS STUDENT SUSPENDED THIS SCHOOL YEAR?	TOTAL	High Poverty Catholic Schools		All Catholic Schools	
		Any Chapter 1	No Program	Any Chapter 1	No Program
1ST GRADE COHORT					
Yes	0.2%	0.0%	0.0%	0.0%	0.3%
No	99.8%	100.0%	100.0%	100.0%	99.8%
Missing data	1.5	0.0	1.1	1.6	1.6
4TH GRADE COHORT					
Yes	1.8%	0.8%	3.4%	0.8%	2.3%
No	98.2%	99.2%	96.6%	99.2%	97.7%
Missing data	16.8	7.3	13.2	15.7	17.3
Total N					
1st Grade Cohort	1,110	121	270	252	810
4th Grade Cohort	1,026	138	273	313	692

Notes: All column percentages are based on valid number of cases. Missing data percentages are based on total N for each grade cohort. High poverty schools are those with 75 percent or more of the students eligible for free or reduced-price school lunches. "No Program" includes non-participants and students for whom Chapter 1 is not available at their school or grade level. Excluded from this category are students served only through a State- or locally-funded compensatory education program.

Source: *Prospects, Student Abstract*

EXHIBIT 5.8
TEACHER'S JUDGEMENT OF STUDENTS' ACADEMIC ABILITY AND ACHIEVEMENT BY PARTICIPATION IN COMPENSATORY EDUCATION AND GRADE COHORT: CATHOLIC SCHOOL SUPPLEMENT, 1992
(UNWEIGHTED COLUMN PERCENTAGES)

TEACHERS' JUDGEMENT OF STUDENTS' ACADEMIC ABILITY AND ACHIEVEMENT	TOTAL	High Poverty Catholic Schools		All Catholic Schools	
		Any Chapter 1	No Program	Any Chapter 1	No Program
1ST GRADE COHORT					
High overall ability to perform in school	40.3%	20.0%	51.0%	15.7%	48.8%
Missing data	4.1	0.8	5.6	1.6	4.8
Above average overall achievement in school	33.6%	16.7%	40.6%	14.1%	40.2%
Missing data	4.1	0.8	5.2	1.6	5.1
Student is reading . . .					
Above grade level	25.3%	15.0%	29.9%	12.6%	29.2%
At grade	52.3%	41.7%	49.6%	45.3%	55.5%
Below grade	22.4%	43.3%	20.5%	42.1%	15.3%
Missing data	4.6	0.8	5.9	2.0	5.4
Student's math achievement is . . .					
Above grade	19.3%	13.6%	32.3%	9.8%	22.5%
At grade	64.3%	61.0%	52.4%	65.9%	64.9%
Below grade	16.5%	25.4%	15.4%	24.4%	12.6%
Missing data	4.2	2.5	5.9	2.4	4.9
4TH GRADE COHORT					
High overall ability to perform in school	36.4%	11.4%	36.8%	11.7%	47.3%
Missing data	7.4	4.4	4.4	9.9	4.3
Above average overall achievement in school	30.5%	4.6%	29.5%	7.8%	40.5%
Missing data	7.7	4.4	4.4	9.9	4.7
Student is reading . . .					
Above grade level	27.3	4.8%	28.2%	5.7%	36.5%
At grade	42.8%	31.8%	50.6%	32.1%	47.3%
Below grade	29.9%	63.5%	21.2%	62.3%	16.2%
Missing data	12.2	8.7	11.7	15.3	9.0
Student's math achievement is . . .					
Above grade	16.3%	3.2%	22.8%	3.1%	22.3%
At grade	60.5%	51.6%	58.1%	52.1%	63.9%
Below grade	23.2%	45.2%	19.1%	44.8%	13.8%
Missing data	16.4	10.1	11.7	17.3	14.3
TOTAL N					
1st Grade Cohort	1,110	121	270	252	810
4th Grade Cohort	1,026	138	273	313	692

Notes: All column percentages are based on valid number of cases. Missing data percentages are based on total N for each grade cohort. High poverty schools are those with 75 percent or more of the students eligible for free or reduced-price school lunches. "No Program" includes non-participants and students for whom Chapter 1 is not available at their school or grade level. Excluded from this category are students served only through a State- or locally-funded compensatory education program.Missing data includes "Don't Knows."

Source: *Prospects, Student Profile*

In addition, teachers were asked to rate their students in terms of their grade level competence in reading and math. Sampled students who receive Chapter 1 assistance are far less likely than non-participants to be judged to be above grade level in reading and math, particularly for the 4th grade cohort students where non-participants are 6-7 times more likely to be rated above grade level. As with the more general ratings, there are no differences in the teacher judgements of Chapter 1 students in public and Catholic schools.

TEACHER JUDGEMENTS - STUDENT SCHOOL BEHAVIORAL CHARACTERISTICS

Student school behaviors as reported by teacher judgements are displayed in Exhibit 5.9. Sampled 1st grade cohort Chapter 1 students in Catholic schools are judged by their teachers to be less likely than non-participating children to work hard at school and to understand and follow directions. Alternatively, the teachers of 4th grade cohort students who receive Chapter 1 assistance are judged by their teachers to be **less** likely than non-participating children to work hard at or enjoy school, care about doing well in school, and able to understand and follow directions. In general, the teacher ratings of school behavioral characteristics of sampled Catholic school Chapter 1 students mirror those found for Chapter 1 students in public schools (Ex.2.51, p.199).

TEACHER JUDGEMENT - STUDENT CLASSROOM PERFORMANCE

Teachers were also asked to report on a range of student classroom characteristics and behaviors (see Exhibit 5.10). Results show that according to these teacher ratings, sampled Catholic school students who receive Chapter 1 services are viewed less favorably on most of these characteristics relative to non-participants. For both grade cohorts, Catholic school teachers report that students who receive Chapter 1 services are less able to work independently, concentrate on their work, and write a well-developed piece of prose when compared to their non-participant counterparts. In addition, teacher judgements indicate that Chapter 1 children, compared to non-participating children, are less motivated and mature, less able to complete their class and homework, less able to pay attention in class, yet more likely to ask for extra help. These results closely parallel those observed for public school students who receive Chapter 1 services (Ex.2.53, p.197).

TEACHER JUDGEMENTS - STUDENT AFFECTIVE CHARACTERISTICS

Students were also rated by their teachers on a range of social and emotional characteristics (Exhibit 5.11). For the 1st grade cohort, teacher judgements of sampled students in Catholic schools are

EXHIBIT 5.9
TEACHERS' JUDGEMENT OF STUDENTS' SCHOOL BEHAVIOR BY PARTICIPATION IN COMPENSATORY EDUCATION AND GRADE COHORT: CATHOLIC SCHOOL SUPPLEMENT, 1992
(UNWEIGHTED COLUMN PERCENTAGES)

TEACHERS' JUDGEMENT OF EXTENT TO WHICH "VERY MUCH" DESCRIBES THE STUDENT	TOTAL	High Poverty Catholic Schools		All Catholic Schools	
		Any Chapter 1	No Program	Any Chapter 1	No Program
1ST GRADE COHORT					
Works hard at school	49.1%	41.2%	55.5%	34.6%	54.4%
Missing data	4.4	1.7	5.2	2.4	5.1
Is willing to follow rules	59.7%	53.7%	63.5%	56.1%	62.3%
Missing data	4.2	0.0	5.6	1.6	5.1
Cares about doing well in school	62.9%	59.7%	67.3%	54.3%	66.5%
Missing data	4.5	1.7	5.9	2.0	5.3
Enjoys School	68.0%	63.3%	80.6%	62.8%	70.2%
Missing data	7.8	3.3	6.3	8.3	7.8
Can understand and follow directions	63.8%	59.1%	71.4%	48.5%	68.8%
Missing data	5.3	9.1	5.6	6.0	4.9
Is late for school	9.8%	13.2%	14.2%	10.9%	9.0%
Missing data	6.1	0.0	8.5	2.0	7.5
Disrupts the class	18.4%	27.5%	21.4%	21.4%	17.2%
Missing data	18.1	24.8	25.6	16.7	18.9
4TH GRADE COHORT					
Works hard at school	44.0%	27.8%	44.1%	26.9%	51.4%
Missing data	7.0	3.6	3.7	9.6	3.9
Is willing to follow rules	54.6%	32.1%	48.3%	38.1%	62.6%
Missing data	7.5	5.1	4.4	10.2	4.3
Cares about doing well in school	55.0%	42.0%	58.2%	38.1%	62.5%
Missing data	7.3	5.1	3.7	10.2	4.1
Enjoys School	53.8%	35.0%	54.0%	35.9%	62.2%
Missing data	12.7	15.2	16.5	15.3	9.7
Can understand and follow directions	52.0%	15.9%	56.4%	24.7%	64.1%
Missing data	8.2	4.4	4.0	10.9	5.1
Is late for school	13.9%	13.0%	11.8%	11.5%	15.0%
Missing data	11.4	5.1	7.0	13.7	8.5
Disrupts the class	15.1%	16.2%	21.5%	16.2%	14.6%
Missing data	24.6	23.9	26.7	24.9	23.0
TOTAL N					
1st Grade Cohort	1,110	121	270	252	810
4th Grade Cohort	1,026	138	273	313	692

Notes: All column percentages are based on valid number of cases. Missing data percentages are based on total N for each grade cohort. High poverty schools are those with 75 percent or more of the students eligible for free or reduced-price school lunches. "No Program" includes non-participants and students for whom Chapter 1 is not available at their school or grade level. Excluded from this category are students served only through a State- or locally-funded compensatory education program. Missing data includes "Don't Knows."

Source: *Prospects, Student Profile*

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EXHIBIT 5.10
TEACHERS' JUDGEMENT OF CLASSROOM PERFORMANCE FOR STUDENTS IN THE FIRST-GRADE COHORT BY PARTICIPATION IN COMPENSATORY EDUCATION: CATHOLIC SCHOOL SUPPLEMENT, 1992

(UNWEIGHTED COLUMN PERCENTAGES)

TEACHERS' JUDGEMENT OF EXTENT TO WHICH "VERY MUCH" DESCRIBES THE STUDENT	TOTAL	High Poverty Catholic Schools		All Catholic Schools	
		Any Chapter 1	No Program	Any Chapter 1	No Program
1ST GRADE COHORT					
Is a creative person	42.3%	55.6%	45.5%	34.8%	44.2%
Missing data	5.8	10.7	6.3	7.5	5.3
Can work independently on an assignment	58.5%	43.8%	66.0%	36.4%	65.9%
Missing data	5.1	7.4	5.2	5.2	4.8
Can concentrate for at least 1/2 hour	53.7%	42.3%	67.2%	35.7%	59.4%
Missing data	5.1	8.3	5.2	5.6	4.8
Can write a well-developed paragraph/paper	36.3%	26.0%	42.0%	25.2%	40.3%
Missing data	23.7	36.4	21.5	35.2	20.9
Can work cooperatively with other students	62.8%	60.3%	64.8%	56.1%	66.2%
Missing data	5.0	0.0	6.3	1.6	6.1
Teachers' Rating of the Student as "High" on the following Characteristics...					
Maturity level	36.8%	20.3%	48.1%	16.7%	43.7%
Missing data	4.6	2.5	5.2	2.8	4.7
Motivation to learn	45.0%	32.2%	57.6%	28.1%	51.1%
Missing data	7.8	5.0	15.2	4.0	8.6
Completes homework assignments	62.3%	49.2%	68.8%	50.2%	68.3%
Missing data	7.7	0.8	5.2	4.4	8.4
Completes seatwork	52.3%	31.9%	64.1%	33.9%	59.2%
Missing data	5.2	1.7	5.2	2.8	5.1
Pays attention in class	39.7%	29.8%	52.0%	25.8%	44.6%
Missing data	4.3	0.0	5.2	1.6	4.7
Asks questions in class	27.3%	36.4%	31.3%	24.1%	28.1%
Missing data	7.4	0.0	5.2	2.8	8.5
Volunteers answers in class	45.0%	46.3%	49.6%	37.0%	47.5%
Missing data	6.5	0.0	5.9	2.4	6.9
Asks for extra help	16.6%	40.3%	15.1%	26.9%	12.2%
Missing data	9.5	1.7	11.5	2.8	11.2
Total N 1st Grade Cohort	1,112	121	270	254	810

EXHIBIT 5.10

(CONTINUED)

TEACHERS' JUDGEMENT OF EXTENT TO WHICH "VERY MUCH" DESCRIBES THE STUDENT	TOTAL	High Poverty Catholic Schools		All Catholic Schools	
		Any Chapter 1	No Program	Any Chapter 1	No Program
4TH GRADE COHORT					
Is a creative person	38.1%	23.3%	35.7%	26.5%	43.2%
Missing data	12.8	15.9	7.7	17.9	8.7
Can work independently on an assignment	55.4%	34.1%	55.5%	34.2%	64.7%
Missing data	7.2	4.4	3.7	10.2	3.9
Can concentrate for at least 1/2 hour	51.8%	12.8%	51.2%	29.0%	62.0%
Missing data	7.2	3.6	4.0	9.6	4.2
Can write a well-developed paragraph/paper	38.4%	8.3%	38.2%	14.0%	48.8%
Missing data	9.6	3.6	4.0	13.1	6.1
Can work cooperatively with other students	64.5%	38.6%	62.2%	45.4%	72.9%
Missing data	8.2	4.4	4.0	10.5	5.2
Teachers' Rating of the Student as "High" on the following Characteristics...					
Maturity level	31.8%	13.5%	34.0%	14.8%	39.2%
Missing data	7.5	3.6	5.1	9.6	4.6
Motivation to learn	41.6%	22.7%	42.3%	22.1%	50.2%
Missing data	8.0	4.4	5.5	10.2	5.1
Completes homework assignments	50.8%	30.1%	53.3%	30.7%	59.6%
Missing data	7.7	3.6	5.9	9.6	4.9
Completes seatwork	54.0%	37.1%	59.3%	34.8%	62.3%
Missing data	7.6	4.4	5.5	9.9	4.6
Pays attention in class	38.5%	14.4%	36.1%	20.2%	46.3%
Missing data	7.2	4.4	3.7	9.9	3.9
Asks questions in class	26.8%	12.7%	25.7%	18.7%	30.2%
Missing data	10.1	8.7	5.9	14.4	6.2
Volunteers answers in class	38.5%	19.1%	33.7%	24.2%	44.4%
Missing data	9.1	8.7	5.5	13.1	5.2
Asks for extra help	20.5%	25.8%	15.1%	29.7%	16.6%
Missing data	16.7	13.0	7.7	17.3	14.6
TOTAL N 4th Grade Cohort	1,026	138	273	313	692

Notes: All column percentages are based on valid number of cases. Missing data percentages are based on total N for each grade cohort. High-poverty schools are those with 75 percent or more of the students eligible for free or reduced-price school lunches. "No Program" includes non-participants and students for whom Chapter 1 is not available at their school or grade level. Excluded from this category are students served only through a State- or locally-funded compensatory education program. Missing data includes "Don't Knows."

Source: Prospects, Student Profile

EXHIBIT 5.11
TEACHERS' JUDGEMENT OF STUDENTS' AFFECTIVE BEHAVIOR BY PARTICIPATION IN COMPENSATORY EDUCATION AND GRADE COHORT: CATHOLIC SCHOOL SUPPLEMENT, 1992
(UNWEIGHTED COLUMN PERCENTAGES)

TEACHERS' JUDGEMENT OF EXTENT TO WHICH "VERY MUCH" DESCRIBES THE STUDENT	TOTAL	High Poverty Catholic Schools		All Catholic Schools	
		Any Chapter 1	No Program	Any Chapter 1	No Program
1ST GRADE COHORT					
Is honest most of the time	68.3%	60.3%	69.0%	61.5%	71.4%
Missing data	4.2	0.0	5.6	2.0	4.9
Makes friends easily	60.5%	68.6%	68.0%	55.0%	64.0%
Missing data	4.1	0.0	5.2	1.2	4.9
Gets along with teachers	76.5%	75.0%	80.5%	72.6%	78.2%
Missing data	5.2	0.8	5.2	2.8	5.8
Feels that he/she is a person of value, an equal to others	69.2%	78.1%	79.9%	65.5%	72.0%
Missing data	9.6	13.2	7.8	12.7	7.3
Has respect for authority	76.7%	75.0%	78.4%	76.4%	78.2%
Missing data	6.0	7.4	5.6	6.0	5.9
Is happy most of the time	65.2%	68.8%	67.6%	60.1%	67.0%
Missing data	5.4	7.4	5.2	5.6	5.1
4TH GRADE COHORT					
Is honest most of the time	66.9%	56.6%	63.8%	56.9%	28.9%
Missing data	12.5	11.6	7.0	14.1	10.0
Makes friends easily	60.3%	44.4%	48.3%	54.8%	62.9%
Missing data	7.4	3.6	3.7	9.9	4.5
Gets along with teachers	68.3%	49.2%	61.4%	55.0%	74.1%
Missing data	9.0	5.8	9.9	10.5	6.4
Feels that he/she is a person of value, an equal to others	61.5%	36.5%	61.9%	41.3%	70.4%
Missing data	9.5	8.7	5.9	11.8	6.4
Has respect for authority	68.4%	42.9%	60.5%	54.8%	74.3%
Missing data	7.1	3.6	3.7	9.6	4.1
Is happy most of the time	58.7%	45.7%	51.7%	48.2%	63.3%
Missing data	8.6	8.0	4.4	11.8	5.2
TOTAL N					
1st Grade Cohort	1,110	121	270	252	810
4th Grade Cohort	1,026	138	273	313	692

Notes: All column percentages are based on valid number of cases. Missing data percentages are based on total N for each grade cohort. High poverty schools are those with 75 percent or more of the students eligible for free or reduced-price school lunches. "No Program" includes non-participants and students for whom Chapter 1 is not available at their school or grade level. Excluded from this category are students served only through a State- or locally-funded compensatory education program. Missing data includes "Don't Knows."

Source: *Prospects, Student Profile*

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quite favorable with about two-thirds or more receiving very high ratings. Moreover, there are essentially no differences in teacher ratings between students who receive Chapter 1 assistance and those who do not. For the 4th grade cohort, teacher judgements of students in Catholic schools are generally less favorable than for lst grade students. Moreover, unlike the 1st grade cohort, there are differences between the ratings of students who do and do not receive Chapter 1 assistance. Participants receive **lower** ratings on their honesty, self-esteem, respect for authority, happiness, and ability to get along with teachers. The observed ratings, for both grade cohorts, are quite similar to those observed for public school students who receive Chapter 1 assistance (Ex.2.55, p.201).

TEACHER JUDGEMENTS - POTENTIAL OBSTACLES TO STUDENT LEARNING AND GROWTH

Finally, teacher ratings were collected on a variety of student problems that can have a negative effect on learning including absenteeism, class-cutting, cheating, verbal or physical abuse, and hygiene (see Exhibit 5.12). By and large, sampled students in Catholic schools who receive Chapter 1 services were more likely to be judged by their teacher to have these types of problems. Further, the teacher-reported incidence of these problems is generally similar to that observed for public school Chapter 1 students (Ex.2.57, p.203).

EXHIBIT 5.12
TEACHER REPORTS OF STUDENTS' PROBLEMS BY PARTICIPATION IN COMPENSATORY EDUCATION AND GRADE COHORT: CATHOLIC SCHOOL SUPPLEMENT, 1992
(UNWEIGHTED COLUMN PERCENTAGES)

TEACHER REPORTS OF STUDENT PROBLEMS	TOTAL	High Poverty Catholic Schools		All Catholic Schools	
		Any Chapter 1	No Program	Any Chapter 1	No Program
1ST GRADE COHORT					
General health or hygiene problem	17.6%	26.7%	14.3%	25.7%	13.0%
Missing data	6.5	0.8	9.3	2.8	7.9
Inadequate nutrition	2.1%	0.0%	0.8%	2.7%	1.0%
Missing data	10.3	17.4	11.11	10.7	9.1
Inadequate rest	5.6%	10.7%	4.7%	12.3%	2.6%
Missing data	10.3	14.9	13.3	9.5	9.5
Absenteeism	7.7%	12.1%	10.0%	8.7%	7.1%
Missing data	6.3	4.1	7.0	4.0	7.3
Class-cutting	0.0%	0.0%	0.0%	0.0%	0.0%
Missing data	5.2	0.0	4.8	2.0	6.4
Truancy	1.1%	2.5%	1.2%	1.6%	1.1%
Missing data	5.2	0.0	4.8	2.0	6.4
Cheating	8.6%	11.6%	7.4%	13.1%	5.7%
Missing data	6.1	0.0	4.8	3.2	7.3
Physical conflict	10.2%	16.5%	11.3%	14.2%	8.7%
Missing data	5.5	0.0	4.8	2.0	6.8
Verbal abuse of others	8.1%	12.4%	5.6%	10.1%	6.4%
Missing Data	6.1	0.0	7.8	2.0	7.7
4TH GRADE COHORT					
General health or hygiene problem	14.3%	18.8%	9.7%	17.7%	12.9%
Missing data	7.5	3.6	5.1	9.6	4.6
Inadequate nutrition	4.0%	13.2%	5.6%	7.1%	2.7%
Missing data	16.3	17.4	21.3	19.2	13.3
Inadequate rest	10.6%	24.4%	14.8%	15.0%	9.0%
Missing data	20.1	34.8	20.5	27.8	14.9
Absenteeism	9.8%	14.5%	10.6%	12.7%	8.3%
Missing data	9.4	5.1	6.6	12.1	6.2
Class-cutting	1.5%	8.3%	0.8%	3.9%	0.5%
Missing data	7.1	3.6	3.7	9.9	3.9
Truancy	1.5%	6.8%	1.6%	3.3%	0.8%
Missing data	10.0	3.6	6.2	13.1	6.8
Cheating	3.7%	3.8%	1.9%	6.1%	2.7%
Missing data	10.8	3.6	3.7	10.5	9.'
Physical conflict	11.6%	16.4%	11.4%	14.6%	10.2%
Missing data	14.1	11.6	16.1	14.7	12.1
Verbal abuse of others	13.3%	23.3%	10.9%	21.0%	10.0%
Missing Data	12.7	13.0	16.1	14.7	10.0
TOTAL N					
1st Grade Cohort	1,110	121	270	252	810
4th Grade Cohort	1,026	138	273	313	692

Notes: All column percentages are based on valid number of cases. Missing data percentages are based on total N for each grade cohort. High poverty schools are those with 75 percent or more of the students eligible for free or reduced-price school lunches. "No Program" includes non-participants and students for whom Chapter 1 is not available at their school or grade level. Excluded from this category are students served only through a State- or locally-funded compensatory education program.

Source: *Prospects, Student Profile*

CHAPTER 6

HOME ENVIRONMENT AND EDUCATIONAL SUPPORTS

This chapter examines the nature of the home environment of students who attend high-poverty Catholic schools, and the extent to which the family is supportive of their educational growth. Four general topics are included in this chapter. The first section deals with the existence of family rules governing various aspects of the student's behavior (e.g., completion of homework, television viewing). The second topic focuses on activities that parents do with their children including: visiting the library and museums; attending sporting events and concerts; reading together; and assistance with homework. The third section describes the nature of students' home environment including time spent at home alone without an adult present, the stability of the child's home residence, and the availability of a variety of educational resources at home (e.g., books, newspapers, computers, etc.). The final section concludes the chapter with a discussion of the extent to which students support their education and development outside of school including time spent doing homework, non-school reading, use of the public library, television viewing, participation in a variety of educational and enrichment activities (e.g., sports teams, scouting, music lessons), and participation in church and church-sponsored activities. Prior research has shown that family support and encouragement of educational pursuits has a significant positive impact on student achievement and school performance (Clark, 1993; Benson et al., 1980; Walberg, 1984; Walberg et al., 1980; Dauber and Epstein, 1993).

As in previous chapters, except where noted the reported statistics refer to the distributions for all Catholic schools.

FAMILY RULES GOVERNING CHILD'S BEHAVIOR

In order to assess the amount of educational support children received at home, parents were asked about the extent to which they had established household rules governing their child's behavior. These included rules for television watching, completion of homework, performing household chores, choice of friends, school performance, and the time at which the student is required to come home. Across both cohorts, rules were reported for the vast majority of students in these areas (see Exhibit 6.1). There are no differences in the existence of family rules between Chapter 1 participants and non-participants in Catholic schools, and between the sampled Catholic and public school students (Ex.2.59, p.205).

EXHIBIT 6.1
PARENT-REPORTED EXISTENCE OF SPECIFIC FAMILY RULES FOR CHILD BY PARTICIPATION IN COMPENSATORY EDUCATION AND GRADE COHORT: CATHOLIC SCHOOL SUPPLEMENT, 1992
(UNWEIGHTED COLUMN PERCENTAGES)

EXISTENCE OF FAMILY RULES FOR STUDENT	TOTAL	High Poverty Catholic Schools		All Catholic Schools	
		Any Chapter 1	No Program	Any Chapter 1	No Program
1ST GRADE COHORT					
Completion of homework	98.7%	97.3%	98.7%	96.3%	99.4%
Missing data	11.8	9.1	12.6	15.0	12.2
Household chores	78.9%	91.7%	76.6%	82.3%	77.0%
Missing data	12.5	9.9	14.4	15.4	13.1
Amount of TV watching	80.4%	86.2%	82.8%	87.5%	78.7%
Missing data	12.3	9.9	14.1	15.0	13.0
Type of TV watched	93.1%	96.3%	91.5%	94.4%	92.9%
Missing data	12.5	11.6	13.3	16.1	12.7
Time child comes home	92.9%	98.2%	93.5%	95.8%	92.4%
Missing data	13.1	10.7	14.8	15.4	13.7
Choice of friends	75.7%	86.1%	76.2%	85.1%	73.3%
Missing data	12.9	18.1	12.1	15.4	13.6
School performance	88.1%	89.6%	89.1%	90.1%	87.7%
Missing data	13.2	12.4	15.2	16.5	13.8
4TH GRADE COHORT					
Completion of homework	97.8%	98.4%	98.4%	96.7%	98.2%
Missing data	9.9	10.9	10.9	11.8	9.8
Household chores	83.5%	84.2%	87.6%	81.6%	84.3%
Missing data	10.7	13.0	11.7	13.1	10.6
Amount of TV watching	80.0%	82.1%	85.5%	82.6%	79.1%
Missing data	10.7	15.2	11.7	13.7	10.3
Type of TV watched	90.2%	84.5%	92.9%	86.3%	91.9%
Missing data	11.1	15.9	12.1	14.1	10.7
Time child comes home	96.3%	96.5%	97.1%	96.2%	96.6%
Missing data	11.4	15.9	12.1	15.3	10.6
Choice of friends	81.9%	84.4%	85.9%	84.6%	80.8%
Missing data	11.3	16.7	11.7	14.7	10.6
School performance	91.4%	89.6%	94.5%	88.6%	92.5%
Missing data	12.1	16.7	12.8	16.3	11.3
TOTAL N					
1st Grade Cohort	1,110	121	270	252	810
4th Grade Cohort	1,026	138	273	313	692

Notes: All column percentages are based on valid number of cases. Missing data percentages are based on total N for each grade cohort. High poverty schools are those with 75 percent or more of the students eligible for free or reduced-price school lunches. "No Program" includes non-participants and students for whom Chapter 1 is not available at their school or grade level. Excluded from this category are students served only through a State- or locally-funded compensatory education program.

Source: *Prospects, Parent Questionnaire*

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PARENT-CHILD ACTIVITIES

Enrichment Activities

Parents were also asked whether they were involved with their child in a variety of non-school educational and enrichment activities, including visiting the public library or museum, attending concerts or sporting events, and playing sports together. The parents of about half or more of the sampled Chapter 1 students in Catholic schools reported sharing these activities with their child across both grade cohorts (see Exhibit 6.2). Visiting the zoo and going to the library together were the most popular activities. There were no differences in sharing activities between parents of sampled Catholic school students who do and do not receive Chapter 1 services. However, students in Catholic schools who receive Chapter 1 assistance were **more** likely than their public school Chapter 1 counterparts to visit museums and attend concerts with their parents (Ex.2.61, p.207).

Reading Together

As another component of home educational support, parents were asked about how often they read to, or with, their child. As expected, this activity was more likely to occur on at least a weekly basis with 1st grade Catholic school Chapter 1 students than 4th-graders (94% vs. 74%). There was little difference between 1st grade Catholic school students who do and do not receive Chapter 1 services (see Exhibit 6.3). In other words, the sample of Catholic school Chapter 1 children seem to be getting comparable education support at home in this respect compared to non-participating Catholic school children. There are also no differences between sampled Catholic and public school Chapter 1 students in terms of the extent to which parents read to, or with, their children (Ex.2.63, p.209).

Assistance with Homework

In addition to reading with their child, parents were also asked about whether they provided assistance with their child's homework. As with joint reading, help was more likely to be provided for the 1st grade cohort students than for the 4th grade cohort (see Exhibit 6.4). For example, while over four-fifths (84%) of the Catholic school 1st graders who receive Chapter 1 assistance get help with their homework on a daily basis, 65 percent of the 4th grade cohort students receive such assistance. Across both grade cohorts, there are no differences between Catholic school students who do and do not receive Chapter 1 services in the amount of time they receive parental assistance with their homework. There are also no differences in daily help with their homework between sampled Catholic and public school Chapter 1 students (Ex.2.65, p.211).

EXHIBIT 6.2
PARENT-REPORTED ACTIVITIES DONE WITH CHILD BY PARTICIPATION IN COMPENSATORY EDUCATION AND GRADE COHORT: CATHOLIC SCHOOL SUPPLEMENT, 1992
(UNWEIGHTED COLUMN PERCENTAGES)

PARENT ACTIVITIES WITH CHILD	TOTAL	High Poverty Catholic Schools		All Catholic Schools	
		Any Chapter 1	No Program	Any Chapter 1	No Program
1ST GRADE COHORT					
Visit library	67.3%	60.2%	65.4%	62.4%	69.9%
Missing data	12.5	10.7	13.3	16.1	12.6
Attend concerts	49.9%	51.0%	48.5%	49.5%	49.7%
Missing data	13.3	14.0	13.7	17.3	13.3
Visit museums/galleries	42.5%	48.6%	40.5%	44.8%	41.3%
Missing data	13.3	13.2	14.1	17.3	13.3
Visit science/history museums	54.3%	57.3%	44.6%	51.9%	54.9%
Missing data	13.8	14.9	14.4	18.9	13.4
Go to zoos	86.7%	88.7%	82.9%	86.7%	86.3%
Missing data	12.8	12.4	13.3	16.9	12.8
Go to sporting events	58.6%	55.6%	52.2%	53.5%	59.4%
Missing data	15.2	18.2	16.3	21.3	14.9
Play nonschool sports together	47.7%	46.2%	42.6%	41.8%	48.2%
Missing data	13.5	14.0	13.0	20.6	13.3
4TH GRADE COHORT					
Visit library	74.6%	58.7%	72.3%	65.8%	78.5%
Missing data	10.5	12.3	11.4	13.1	10.1
Attend concerts	49.1%	48.3%	51.5%	47.2%	50.0%
Missing data	12.1	14.5	13.9	14.7	11.9
Visit museums/galleries	46.4%	47.1%	48.8%	42.3%	48.5%
Missing data	11.7	13.8	12.1	14.7	11.1
Visit science/history museums	54.0%	51.7%	46.4%	51.3%	55.2%
Missing data	12.0	14.5	13.9	14.7	11.7
Go to zoos	81.7%	79.2%	77.8%	79.5%	82.6%
Missing data	11.6	13.0	12.5	14.4	11.1
Go to sporting events	64.1%	57.8%	61.6%	57.7%	66.9%
Missing data	13.4	15.9	13.2	16.9	12.6
Play nonschool sports together	51.6%	47.1%	52.1%	49.3%	52.4%
Missing data	11.1	13.8	12.1	10.4	14.4
TOTAL N					
1st Grade Cohort	1,110	121	270	252	810
4th Grade Cohort	1,026	138	273	313	692

Notes: All column percentages are based on valid number of cases. Missing data percentages are based on total N for each grade cohort. High poverty schools are those with 75 percent or more of the students eligible for free or reduced-price school lunches. "No Program" includes non-participants and students for whom Chapter 1 is not available at their school or grade level. Excluded from this category are students served only through a State- or locally-funded compensatory education program.

Source: *Prospects, Parent Questionnaire*

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EXHIBIT 6.3
PARENT-REPORTED READING TO OR WITH CHILD BY PARTICIPATION IN COMPENSATORY EDUCATION AND GRADE COHORT: CATHOLIC SCHOOL SUPPLEMENT, 1992
(UNWEIGHTED COLUMN PERCENTAGES)

PARENT READING TO OR WITH CHILD	TOTAL	High Poverty Catholic Schools		All Catholic Schools	
		Any Chapter 1	No Program	Any Chapter 1	No Program
1ST GRADE COHORT					
Daily	46.0%	40.2%	41.6%	43.1%	47.3%
1 to 2 times per week	46.9%	54.2%	48.5%	50.7%	45.2%
Less than once a month	5.7%	4.7%	7.3%	4.3%	6.1%
Rarely if ever	1.5%	0.9%	2.6%	1.9%	1.4%
Missing data	14.1	11.6	13.7	16.3	13.1
4TH GRADE COHORT					
Daily	20.3%	32.5%	19.6%	22.2%	19.5%
1 to 2 times per week	47.9%	46.5%	50.6%	51.7%	46.5%
Less than once a month	19.4%	14.0%	17.9%	12.6%	22.0%
Rarely if ever	12.3%	7.0%	11.9%	13.4%	12.1%
Missing data	13.7	17.4	13.9	16.6	12.4
TOTAL N					
1st Grade Cohort	1,110	121	270	252	810
4th Grade Cohort	1,026	138	273	313	692

Notes: All column percentages are based on valid number of cases. Missing data percentages are based on total N for each grade cohort. High poverty schools are those with 75 percent or more of the students eligible for free or reduced-price school lunches. "No Program" includes non-participants and students for whom Chapter 1 is not available at their school or grade level. Excluded from this category are students served only through a State- or locally-funded compensatory education program.

Source: *Prospects, Parent Questionnaire*

EXHIBIT 6.4
PARENTAL HELP WITH HOMEWORK BY PARTICIPATION IN COMPENSATORY EDUCATION AND GRADE COHORT: CATHOLIC SCHOOL SUPPLEMENT, 1992
(UNWEIGHTED COLUMN PERCENTAGES)

PARENTAL HELP WITH HOMEWORK	TOTAL	High Poverty Catholic Schools		All Catholic Schools	
		Any Chapter 1	No Program	Any Chapter 1	No Program
1ST GRADE COHORT					
Daily	83.8%	82.7%	86.9%	83.8%	84.0%
1 to 2 times per week	13.8%	16.4%	11.4%	14.4%	13.3%
Less than once a month	0.6%	0.9%	0.0%	0.5%	0.7%
Rarely if ever	1.8%	0.0%	1.7%	1.4%	2.0%
Missing data	13.3	9.1	12.6	14.3	12.6
4TH GRADE COHORT					
Daily	62.3%	69.2%	60.3%	65.4%	60.6%
1 to 2 times per week	28.9%	25.0%	27.7%	27.6%	29.6%
Less than once a month	4.4%	2.5%	6.2%	4.0%	4.7%
Rarely if ever	4.4%	3.3%	5.8%	2.9%	5.2%
Missing data	11.4	13.0	11.4	13.1	10.6
TOTAL N					
1st Grade Cohort	1,110	121	270	252	810
4th Grade Cohort	1,026	138	273	313	692

Notes: All column percentages are based on valid number of cases. Missing data percentages are based on total N for each grade cohort. High poverty schools are those with 75 percent or more of the students eligible for free or reduced-price school lunches. "No Program" includes non-participants and students for whom Chapter 1 is not available at their school or grade level. Excluded from this category are students served only through a State- or locally-funded compensatory education program.

Source: *Prospects, Parent Questionnaire*

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HOME ENVIRONMENT

Child Supervision

Students in the 4th grade cohort were also asked about the amount of time they spend alone at home after school. As shown in Exhibit 6.5, about half (54%) of the sampled Chapter 1 students in Catholic schools reported never spending time without an adult at home after school. No differences are found when compared to non-participants, and to Chapter 1 students in public schools. (Ex. 2.81,p. 227).

Home Stability

Students in the 4th grade cohort reported on whether they had ever lived somewhere other than their home during the school year, and whether they had their own room in their home (Exhibit 6.6). Nearly 44 percent of the sampled students in Catholic schools who receive Chapter 1 services indicated having lived elsewhere other than their primary home. This is somewhat higher than that reported by non-participating students, and higher than that observed for public school Chapter 1 students.

About half (53%) of the Catholic school 4th grade cohort Chapter 1 students have their own room at home, below that reported by non-participating students, yet similar to that reported by public school Chapter 1 students (Ex. 2.83,p. 229).

Educational Resources

As a final component of the home educational environment, parents of children in both grade cohorts were asked whether they had a range of educational resources at home, such as a dictionary, encyclopedia, typewriter, or a personal computer. With the exception of a computer, the majority of students in Catholic schools who received Chapter 1 assistance in both grade cohorts have parents that report having these items at home (see Exhibit 6.7).

Across both grade cohorts, there were few differences in the availability of resources to Catholic school sample children who do and do not receive Chapter 1 services. Conversely, the sampled Catholic school Chapter 1 students are generally more likely than public school Chapter 1 students (Ex. 2.85, p. 231) to have access to all of the listed items. These reported differences may be attributable to the previously noted higher incomes of the Catholic school student sample.

EXHIBIT 6.5
TIME SPENT ALONE AFTER SCHOOL BY PARTICIPATION IN COMPENSATORY EDUCATION AND GRADE COHORT: CATHOLIC SCHOOL SUPPLEMENT, 1992
(UNWEIGHTED COLUMN PERCENTAGES)

TIME SPENT ALONE AFTER SCHOOL	TOTAL	High Poverty Catholic Schools		All Catholic Schools	
		Any Chapter 1	No Program	Any Chapter 1	No Program
4TH GRADE COHORT					
Never	59.4%	52.7%	60.7%	54.2%	61.4%
Less than 1 hour	14.1%	15.3%	13.6%	14.5%	14.2%
1 to 2 hours	9.0%	6.9%	10.5%	8.1%	5.6%
2 to 3 hours	5.0%	6.9%	4.3%	4.0%	5.6%
Over 3 hours	12.5%	18.3%	10.9%	19.2%	9.3%
Missing data	6.0	5.1	5.9	5.1	6.5
TOTAL N 4th Grade Cohort	1,026	138	273	313	692

Notes: All column percentages are based on valid number of cases. Missing data percentages are based on total N for each grade cohort. High poverty schools are those with 75 percent or more of the students eligible for free or reduced-price school lunches. "No Program" includes non-participants and students for whom Chapter 1 is not available at their school or grade level. Excluded from this category are students served only through a State- or locally-funded compensatory education program.

Source: *Prospects, Student Questionnaire*

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EXHIBIT 6.6
HOME LIVING ARRANGEMENTS BY PARTICIPATION IN COMPENSATORY EDUCATION AND GRADE COHORT: CATHOLIC SCHOOL SUPPLEMENT, 1992
(UNWEIGHTED COLUMN PERCENTAGES)

HOME LIVING ARRANGEMENTS	TOTAL	High Poverty Catholic Schools		All Catholic Schools	
		Any Chapter 1	No Program	Any Chapter 1	No Program
4TH GRADE COHORT					
DO YOU EVER LIVE SOMEWHERE OTHER THAN IN YOUR REGULAR HOME?					
Yes	37.3%	47.2%	39.0%	44.3%	33.5%
No	62.7%	52.9%	61.0%	55.7%	66.5%
Missing data	7.2	10.9	5.1	7.7	7.2
DO YOU HAVE YOUR OWN ROOM?					
Yes	59.4%	48.8%	58.0%	53.0%	61.6%
No	40.6%	51.2%	42.1%	47.0%	38.5%
Missing data	5.0	8.0	3.3	5.4	4.9
TOTAL N 4th Grade Cohort	1,026	138	273	313	692

Notes: All column percentages are based on valid number of cases. Missing data percentages are based on total N for each grade cohort. High poverty schools are those with 75 percent or more of the students eligible for free or reduced-price school lunches. "No Program" includes non-participants and students for whom Chapter 1 is not available at their school or grade level. Excluded from this category are students served only through a State- or locally-funded compensatory education program.

Source: Prospects, Student Questionnaire

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EXHIBIT 6.7
PERCENTAGE OF STUDENTS WITH ACCESS TO HOME EDUCATIONAL RESOURCES BY PARTICIPATION IN COMPENSATORY EDUCATION AND GRADE COHORT: CATHOLIC SCHOOL SUPPLEMENT, 1992
(UNWEIGHTED COLUMN PERCENTAGES)

HOME EDUCATIONAL RESOURCES	TOTAL	High Poverty Catholic Schools		All Catholic Schools	
		Any Chapter 1	No Program	Any Chapter 1	No Program
1ST GRADE COHORT					
Daily newspaper	64.3%	64.0%	63.8%	59.1%	63.5%
Dictionary	97.7%	96.1%	98.3%	96.7%	98.2%
Encyclopedia/other reference book	77.9%	73.5%	82.5%	73.0%	79.3%
Regular magazine	70.8%	69.0%	68.5%	67.3%	71.9%
Tape recorder/cassette player	95.6%	94.0%	95.2%	82.3%	96.6%
Record player	83.6%	80.6%	86.7%	82.7%	83.9%
Color TV	99.4%	98.0%	99.6%	98.6%	99.6%
Video games	76.8%	77.0%	79.2%	74.3%	77.4%
Typewriter	58.5%	57.1%	55.0%	56.4%	58.8%
Computer	31.8%	18.2%	30.9%	21.7%	34.0%
More than 50 books	86.8%	76.2%	83.8%	82.4%	88.3%
Video recorder or VCR	91.9%	85.2%	90.9%	88.3%	93.1%
Missing data*	18.2	21.0	18.1	19.8	17.7
4TH GRADE COHORT					
Daily newspaper	63.3%	60.7%	69.4%	60.8%	64.8%
Dictionary	58.2%	94.1%	99.1%	95.9%	99.2%
Encyclopedia/other reference book	80.5%	69.3%	78.4%	75.9%	82.4%
Regular magazine	70.8%	52.3%	69.9%	59.5%	75.3%
Tape recorder/cassette player	95.7%	91.3%	94.4%	94.3%	96.3%
Record player	84.2%	81.7%	85.8%	86.0%	83.6%
Color TV	98.8%	95.7%	98.7%	98.1%	99.0%
Video games	95.6%	80.3%	87.5%	81.4%	87.6%
Typewriter	64.0%	59.3%	64.1%	61.2%	65.6%
Computer	32.4%	23.0%	26.3%	28.4%	34.6%
More than 50 books	86.4%	74.3%	85.7%	80.9%	88.5%
Video recorder or VCR	92.5%	87.0%	90.4%	89.4%	94.2%
Missing data*	17.8	18.8	16.1	18.9	17.6
TOTAL N					
1st Grade Cohort	1,110	121	270	252	810
4th Grade Cohort	1,026	138	273	313	692

Notes: All column percentages are based on valid number of cases. Missing data percentages are based on total N for each grade cohort. High poverty schools are those with 75 percent or more of the students eligible for free or reduced-price school lunches. "No Program" includes non-participants and students for whom Chapter 1 is not available at their school or grade level. Excluded from this category are students served only through a State- or locally-funded compensatory education program.

Source: *Prospects, Parent Questionnaire*

STUDENT NON-SCHOOL EDUCATIONAL ACTIVITIES

Homework Effort

Fourth grade cohort students were asked to indicate how often they do their homework. The vast majority of the sampled Catholic school students who receive Chapter 1 services (84%) do their homework almost every day, the same as the incidence observed for non-participants (see Exhibit 6.8). This is considerably higher than that reported by public school Chapter 1 students (Ex.2.67, p.213).

Reading Outside of School

Fourth grade cohort students were also asked about the extent of their reading outside of school (Exhibit 6.9). Overall, about 39 percent of the sampled students in Catholic schools who receive Chapter 1 services report that they read outside of school almost every day, a rate similar to that of non-participants and to that of public school Chapter 1 students (Ex.2.68, p.215).

Use of the Public Library

Student reported use of the public library serves as another indicator of the home educational environment. About a quarter of the sampled 4th grade cohort students in the Catholic school sample who receive Chapter 1 assistance report using the library at least once a week (see Exhibit 6.10). An additional 24 percent of these students report **never** using the library. Catholic school non-participants are just as likely to use the library once a week, but **less** likely (13%) to **never** use the library. There are no differences in library use by Chapter 1 students in public and the sampled Catholic schools (Ex.2.71, p.217).

Television Viewing

Fourth grade cohort students were asked about how much television they usually watch on school nights during the school year. Over two-fifths (44%) of students in the sampled Catholic schools reportedly spend over two hours per school day watching television. Only 10 percent of these students watch no television at all on school days. There are no differences in the extent of television viewing among Catholic school sample students who do and do not receive Chapter 1 services (see Exhibit 6.11). Time spent watching television is also the same for the sampled Catholic and public school Chapter 1 students (Ex.2.73, p.219).

EXHIBIT 6.8
STUDENT-REPORTED TIME SPENT ON HOMEWORK BY PARTICIPATION IN COMPENSATORY EDUCATION AND GRADE COHORT: CATHOLIC SCHOOL SUPPLEMENT, 1992
(UNWEIGHTED COLUMN PERCENTAGES)

HOW MUCH TIME DO YOU SPEND ON HOMEWORK EACH WEEK?	TOTAL	High Poverty Catholic Schools		All Catholic Schools	
		Any Chapter 1	No Program	Any Chapter 1	No Program
4TH GRADE COHORT					
Don't get homework	0.7%	0.8%	0.8%	0.7%	0.8%
Have it, but don't do it	2.4%	10.6%	0.4%	5.3%	0.9%
Sometimes do homework	8.8%	10.6%	7.6%	9.9%	8.0%
Do homework almost everyday	28.6%	21.2%	27.3%	29.7%	28.4%
Do homework everyday	59.6%	56.8%	64.0%	54.5%	61.9%
Missing data	4.8	4.4	3.3	3.2	5.5
TOTAL N 4TH GRADE COHORT	1,026	138	273	313	692

Notes: All column percentages are based on valid number of cases. Missing data percentages are based on total N for each grade cohort. High poverty schools are those with 75 percent or more of the students eligible for free or reduced-price school lunches. "No Program" includes non-participants and students for whom Chapter 1 is not available at their school or grade level. Excluded from this category are students served only through a State- or locally-funded compensatory education program.

Source: *Prospects, Student Questionnaire*

EXHIBIT 6.9
STUDENT-REPORTED READING OUTSIDE SCHOOL BY PARTICIPATION IN COMPENSATORY EDUCATION AND GRADE COHORT: CATHOLIC SCHOOL SUPPLEMENT, 1992
(UNWEIGHTED COLUMN PERCENTAGES)

STUDENT READING OUTSIDE SCHOOL	TOTAL	High Poverty Catholic Schools		All Catholic Schools	
		Any Chapter 1	No Program	Any Chapter 1	No Program
4TH GRADE COHORT					
How Often Do You Read Books Outside School?					
Almost every day	48.4%	41.3%	49.0%	38.7%	53.2%
Sometimes	43.7%	43.7%	44.0%	49.0%	40.8%
Never	7.9%	15.1%	7.0%	12.3%	6.0%
Missing data	7.6	8.7	5.9	6.7	8.0
TOTAL N 4th Grade Cohort	1,026	138	273	313	692

Notes: All column percentages are based on valid number of cases. Missing data percentages are based on total N for each grade cohort. High poverty schools are those with 75 percent or more of the students eligible for free or reduced-price school lunches. "No Program" includes non-participants and students for whom Chapter 1 is not available at their school or grade level. Excluded from this category are students served only through a State- or locally-funded compensatory education program.

Source: *Prospects, Student Questionnaire*

EXHIBIT 6.10
STUDENT-REPORTED USE OF PUBLIC LIBRARY BY PARTICIPATION IN COMPENSATORY EDUCATION AND GRADE COHORT: CATHOLIC SCHOOL SUPPLEMENT, 1992
(UNWEIGHTED COLUMN PERCENTAGES)

HOW OFTEN DO YOU GO TO THE PUBLIC LIBRARY?	TOTAL	High Poverty Catholic Schools		All Catholic Schools	
		Any Chapter 1	No Program	Any Chapter 1	No Program
4TH GRADE COHORT					
Once a week	25.0%	28.7%	30.1%	24.5%	25.4%
Once every 2 weeks	12.5%	5.4%	13.9%	9.1%	14.1%
Once a month	11.9%	13.2%	6.4%	11.4%	12.3%
A few times a year	34.5%	20.9%	35.3%	31.5%	35.6%
Never	16.2%	31.8%	14.3%	23.5%	12.6%
Missing data	4.8	6.5	2.6	4.8	4.9
TOTAL N 4TH GRADE COHORT	1,026	138	273	313	692

Notes: All column percentages are based on valid number of cases. Missing data percentages are based on total N for each grade cohort. High poverty schools are those with 75 percent or more of the students eligible for free or reduced-price school lunches. "No Program" includes non-participants and students for whom Chapter 1 is not available at their school or grade level. Excluded from this category are students served only through a State- or locally-funded compensatory education program.

Source: *Prospects, Student Questionnaire*

EXHIBIT 6.11
STUDENT-REPORTED TELEVISION VIEWING BY PARTICIPATION IN COMPENSATORY EDUCATION AND GRADE COHORT: CATHOLIC SCHOOL SUPPLEMENT, 1992
(UNWEIGHTED COLUMN PERCENTAGES)

DURING THE SCHOOL YEAR, HOW MUCH TV DO YOU USUALLY WATCH ON SCHOOL DAYS?	TOTAL	High Poverty Catholic Schools		All Catholic Schools	
		Any Chapter 1	No Program	Any Chapter 1	No Program
4TH GRADE COHORT					
Don't watch TV on school days	8.2%	11.5%	10.9%	10.3%	7.3%
1 to 2 days a week	13.8%	13.1%	12.1%	12.7%	14.0%
Most week days but not everyday	18.5%	17.7%	19.3%	18.7%	18.6%
Every day for less than 2 hours	15.7%	10.8%	16.6%	14.3%	16.3%
Every day for over 2 hours	43.8%	46.9%	41.1%	44.0%	43.8%
Missing data	4.8	5.8	2.9	4.2	5.2
TOTAL N 4th Grade Cohort	1,026	138	273	313	692

Notes: All column percentages are based on valid number of cases. Missing data percentages are based on total N for each grade cohort. High poverty schools are those with 75 percent or more of the students eligible for free or reduced-price school lunches. "No Program" includes non-participants and students for whom Chapter 1 is not available at their school or grade level. Excluded from this category are students served only through a State- or locally-funded compensatory education program.

Source: *Prospects, Student Questionnaire*

Enrichment Activities

Students in the 4th grade cohort were also asked to report on whether they had participated in a range of activities outside school during the school year. The most popular non-school activities were involvement in a religious youth group, community sports, and hobby clubs. There were no differences between the Catholic school sample students who do and do not receive Chapter 1 services in terms of their participation in these activities (see Exhibit 6.12). Reported activities were also similar for public and Catholic school Chapter 1 students (Ex.2.75, p.221).

Students were also asked about their enrollment in non-school instructional classes. The most popular lesson, mirroring the results above, involved sports or exercise reported by over half (51%) of the 4th grade cohort students. There were no reported differences between the Catholic school sample students who do and do not receive Chapter 1 services, with the exception of computer classes, where Chapter 1 participants (31%) are more likely to take lessons in computer use compared to 15 percent of the non-participating students.

Compared to Chapter 1 students in public schools, the Catholic school sample of Chapter 1 students are less likely to receive sports instruction outside of school (51% for Catholic vs. 65% for public).

Involvement in Religious Activities

Church attendance and involvement in church activities were also reported by 4th grade cohort students (see Exhibit 6.13). Forty-five percent of the sampled Chapter 1 students in Catholic schools reported often going to church, while over one-fourth (28%) indicated that they often participate in church-sponsored activities. Catholic school students who receive Chapter 1 services are less likely to frequently attend church than non-participating students (45% vs. 58%). Quite surprisingly, there are no major differences in terms of attendance at church, and participation in church-sponsored activities, between public and the sample of Catholic school Chapter 1 students (Ex.2.77, p.223).

EXHIBIT 6.12
STUDENT-REPORTED ACTIVITIES OUTSIDE SCHOOL BY PARTICIPATION IN COMPENSATORY EDUCATION AND GRADE COHORT: CATHOLIC SCHOOL SUPPLEMENT, 1992
(UNWEIGHTED COLUMN PERCENTAGES)

STUDENT ACTIVITIES OUTSIDE OF SCHOOL	TOTAL	High Poverty Catholic Schools		All Catholic Schools	
		Any Chapter 1	No Program	Any Chapter 1	No Program
4TH GRADE COHORT					
Student Participation in Activities Outside School:					
Scouting	21.6%	17.6%	20.2%	18.4%	23.2%
Missing data	9.5	9.4	9.5	9.9	9.1
Religious youth group	23.2%	30.5%	26.2%	28.0%	20.9%
Missing data	12.3	14.5	10.6	13.4	11.3
Community youth group	14.9%	19.1%	15.9%	16.0%	14.2%
Missing data	14.2	20.3	12.5	16.0	13.4
Community team sports	35.6%	32.8%	32.8%	32.8%	36.3%
Missing data	12.4	15.9	10.6	13.4	12.0
Hobby club	29.4%	36.2%	27.2%	32.0%	28.4%
Missing data	12.9	15.9	9.9	15.0	11.6
Student Takes Lessons in:					
Art, music or dance	29.3%	26.7%	29.4%	26.1%	31.0%
Language	4.5%	6.9%	5.3%	7.0%	3.5%
Religious instruction	7.4%	10.7%	10.2%	7.4%	7.4%
Computer	19.9%	45.8%	20.4%	32.1%	14.7%
Sports or exercise	52.0%	52.7%	50.9%	51.2%	51.9%
Missing data	5.1	5.1	2.9	4.5	5.4
TOTAL N 4TH GRADE COHORT	1026	138	273	313	692

Notes: All column percentages are based on valid number of cases. Missing data percentages are based on total N for each grade cohort. High poverty schools are those with 75 percent or more of the students eligible for free or reduced-price school lunches. "No Program" includes non-participants and students for whom Chapter 1 is not available at their school or grade level. Excluded from this category are students served only through a State- or locally-funded compensatory education program.

Source: *Prospects, Student Questionnaire*

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EXHIBIT 6.13
STUDENT-REPORTED PARTICIPATION IN RELIGIOUS ACTIVITIES BY PARTICIPATION IN COMPENSATORY EDUCATION AND GRADE COHORT: CATHOLIC SCHOOL SUPPLEMENT, 1992
(UNWEIGHTED COLUMN PERCENTAGES)

STUDENT PARTICIPATION IN RELIGIOUS ACTIVITIES	TOTAL	High Poverty Catholic Schools		All Catholic Schools	
		Any Chapter 1	No Program	Any Chapter 1	No Program
4TH GRADE COHORT					
How Often Do You Go to Church Services?					
Often	54.2%	34.7%	53.1%	45.0%	57.7%
Sometimes	39.3%	48.4%	40.6%	46.3%	36.5%
Never	6.6%	16.9%	6.3%	8.7%	5.8%
Missing data	7.7	10.1	6.2	8.3	7.4
How Often Do You Participate In Church-Sponsored Activities?					
Often	29.3%	28.3%	32.0%	28.2%	29.6%
Sometimes	42.8%	34.9%	41.4%	36.1%	45.1%
Never	28.9%	36.8%	26.6%	35.7%	25.3%
Missing data	13.3	23.2	10.6	18.5	11.0
TOTAL N 4TH GRADE COHORT	1,026	138	273	313	692

Notes: All column percentages are based on valid number of cases. Missing data percentages are based on total N for each grade cohort. High poverty schools are those with 75 percent or more of the students eligible for free or reduced-price school lunches. "No Program" includes non-participants and students for whom Chapter 1 is not available at their school or grade level. Excluded from this category are students served only through a State- or locally-funded compensatory education program.

Source: *Prospects, Student Questionnaire*

CHAPTER 7

CHAPTER 1 SERVICES

As discussed in Chapter One, public school districts are required to provide services to eligible private school students that are equitable to those provided to students enrolled in public schools. However, following the Felton decision, school officials were required to find alternative ways to deliver services to religious school students since Felton restricts the manner in which education dollars can be used to provide instruction at private schools. This chapter examines the nature of Chapter 1 services provided to eligible students in the *Prospects* Catholic School sample.

The data reported here are based on information provided by 22 Chapter 1 teachers who provide services to 1st grade cohort children, and 30 Chapter 1 teachers who serve children in the 4th grade cohort.[2] Because this sample of Catholic school students is a non-probability sample, data have not been weighted to reflect national population totals. Instead, data are presented as distributions (or means, where appropriate) of the teacher-reported information. (Percentages noted in the accompanying text are based on valid responses only.)

SELECTION OF CHAPTER 1 STUDENTS

Educationally-deprived children in Catholic schools are supposed to be selected to receive Chapter 1 services in the same manner as their public school counterparts. As shown in Exhibit 7.1, student scores on standardized achievement tests are by far the most common evaluation criteria used in this sample of Catholic schools. This is comparable to the way in which public school students are selected for Chapter 1 services (Karweit and Ricciuti, 1993). Similar results have been reported for Catholic school students by Haslam and Humphrey (1993).

LOCATION OF CHAPTER 1 SERVICES

As previously noted, the Felton decision engendered significant changes in the way Chapter 1 services were provided to religious school students. Data from a national survey for the 1990-91 school year found that 32 percent of participating students who were enrolled in religious schools received services through computer-assisted instruction (CAI) in laboratories in their schools; another 29 percent

[2]This is out of a total expected number of respondents of 29 in the 1st grade cohort and 43 in the 4th grade cohort.

EXHIBIT 7.1
THE NUMBER OF CHAPTER 1 TEACHERS REPORTING THE USE OF DIFFERENT METHODS TO IDENTIFY STUDENTS TO RECEIVE CHAPTER 1 SERVICES IN CATHOLIC SCHOOLS, 1992

SELECTION CRITERIA FOR CHAPTER 1 STUDENTS	Total	1st Grade Cohort	4th Grade Cohort
Scores on reading/language arts or math tests	50	21	29
Score on english proficiency test	5	2	3
Other measures (e.g., diagnostic, intelligence, aptitude)	21	10	11
Recommendations of classroom teachers	41	17	24
Recommendations of special program teachers	6	3	3
Parent Requests	20	9	11
Missing data	2	1	1
Total N	52	22	30

Source: Prospects, Chapter 1 Teacher Questionnaire

were served in mobile vans; 24 percent were served at other neutral sites, including portable classrooms; 12 percent were served in public schools; and the remaining 2 percent of students received services in other ways (Millsap et al., 1992).

Data from the Chapter 1 teachers of students in the Catholic school sample (Exhibit 7.2) indicate similar arrangements--about 32 percent of the teachers report using mobile vans, about 30 percent use temporary space on school property, about 20 percent serve children in a school classroom (presumably a computer lab), and about 6 percent use another public building. Furthermore, as shown in Exhibit 7.3, Chapter 1 services are primarily provided through the use of either a pull-out program or during a designated class period.

INSTRUCTIONAL RESPONSIBILITY

As indicated in Exhibit 7.4, Chapter 1 services to Catholic school sample students are primarily intended to reinforce material from the regular classroom, i.e., instruction is viewed as supplementing regular instruction in reading/language arts and math. It is the regular classroom teachers who have primary responsibility for teaching basic skills (Exhibit 7.5). This is similar to the *Prospects* public school estimates (Karweit and Ricciuti, 1993).

EXHIBIT 7.2
THE NUMBER OF CHAPTER 1 TEACHERS REPORTING PLACE WHERE CHAPTER 1 SERVICES ARE PROVIDED IN CATHOLIC SCHOOLS, 1992

WHERE ARE CHAPTER 1 SERVICES PROVIDED?	Total	1st Grade Cohort	4th Grade Cohort
Classroom in the permanent school building	10	4	6
Temporary classroom or other space on school property	16	8	8
In another public building	3	2	1
Mobile van	17	6	11
Other	8	2	6
Missing data	0	0	0
Total N	1	0	1
	52	22	30

Multiple responses allowed.
Source: Prospects, Chapter 1 Teacher Questionnaire

EXHIBIT 7.3
THE NUMBER OF CHAPTER 1 TEACHERS REPORTING DIFFERENT METHODS OF PROVIDING CHAPTER 1 SERVICES IN CATHOLIC SCHOOLS, 1992

METHOD OF CHAPTER 1 SERVICE PROVISION	Total	1st Grade Cohort	4th Grade Cohort
Chapter 1 teacher provides all academic instruction	0	0	0
Chapter 1 teacher provides supplementary instruction in regular classroom	2	1	1
Chapter 1 teacher pulls students out of regular classroom for chapter 1 instruction	40	18	22
Chapter 1 provides services before or after school	8	4	4
Chapter 1 teacher provides instruction during one class period or study hall	23	9	14
Other	2	0	2
Missing data	1	0	1
Total N	52	22	30

Multiple responses allowed.
Source: Prospects, Chapter 1 Teacher Questionnaire

EXHIBIT 7.4
THE NUMBER OF CHAPTER 1 TEACHERS REPORTING OBJECTIVE OF CHAPTER 1 SERVICES IN CATHOLIC SCHOOLS, 1992

OBJECTIVE OF CHAPTER 1 INSTRUCTION	Total	1st Grade Cohort	4th Grade Cohort
Chapter 1 reinforces material from regular classroom	42	18	24
Chapter 1 introduces material not taught in the regular class	5	2	3
Missing data	5	2	3
Total N	52	22	30

Source: Prospects, Chapter 1 Teacher Questionnaire

EXHIBIT 7.5
THE NUMBER OF CHAPTER 1 TEACHERS REPORTING WHO HAS PRIMARY RESPONSIBILITY FOR TEACHING BASIC SKILLS TO CHAPTER 1 STUDENTS IN CATHOLIC SCHOOLS, 1992

RESPONSIBILITY FOR TEACHING BASIC SKILLS TO CHAPTER 1 STUDENTS	Total	1st Grade Cohort	4th Grade Cohort
Chapter 1 teacher has primary responsibility	3	1	2
Regular classroom teacher has primary responsibility	37	16	21
Have shared responsibility	5	3	2
Someone else has primary responsibility	7	2	5
Missing data	0	0	0
Total N	52	22	30

Source: Prospects, Chapter 1 Teacher Questionnaire

USE OF COMPUTERS

As noted above, it has been reported elsewhere that an estimated 30 percent of Catholic school students receiving Chapter 1 services use some form of computer-assisted instruction (Millsap, et. al, 1992). For the most part, this is a response to the restrictions placed on the use of Chapter 1 personnel on private school property.

As shown in Exhibits 7.6 and 7.7, about 25 percent of the Catholic school sample Chapter 1 teachers report using computers for instruction on a daily basis, while another 33 percent use computers intensively but not every day. Overall, then, more than half of the Catholic school sample Chapter 1 teachers report the use of computer assisted instruction for a substantial part of their services to Catholic school students.

INSTRUCTIONAL MATERIALS

Exhibit 7.8 describes the types of instructional materials that are *frequently* used by Chapter 1 math and reading/language arts teachers to provide services to Catholic school sample students. Unlike regular classroom teachers in public schools, the Chapter 1 teachers report substantially lower use of textbooks and a correspondingly higher use of other types of instructional materials, primarily literature (trade books) and computers for reading/language arts, and manipulatives, worksheets and computers for math instruction.

Overall, the majority of Chapter 1 teachers who provide services to Catholic school students in this sample (nearly 90%) report having adequate supplies of instructional materials to meet the needs of their children (Exhibit 7.9). This is very similar to reports from public school teachers. Items that are reported by Catholic School Chapter 1 teachers to be inadequately available include television and other audiovisual equipment, computers, and computer software (Exhibit 7.10).

CHAPTER 1 TEACHER QUALIFICATIONS

One dimension of the equity with which Chapter 1 services are provided to eligible private school children is the qualifications of the Chapter 1 teachers. Exhibits 7.11 through 7.13 provide information on the characteristics of the Chapter 1 teachers in the Catholic school sample.

Nearly three-quarters of the Chapter 1 teachers have regular appointments (Exhibit 7.12), about two-thirds of them are full-time employees. Nearly three-quarters have a permanent teaching certification. This is less than that observed in the *Prospects* national public school estimates, where about 90 percent of the students have Chapter 1 teachers with a permanent certification, but in agreement

EXHIBIT 7.6
THE NUMBER OF CHAPTER 1 TEACHERS REPORTING USE OF COMPUTERS FOR INSTRUCTIONAL PURPOSES IN CATHOLIC SCHOOLS, 1992

INSTRUCTIONAL USES OF COMPUTERS	Total	1st Grade Cohort	4th Grade Cohort
Computers are not used	20	9	11
Computers are used nearly every day	13	6	7
Computers are used throughout the school year, but not every day	14	6	8
Computers are used intensively, but only for certain units during the year	3	1	2
Computers are used occasionally	2	0	2
Missing data	0	0	0
Total N	52	22	30

Source: Prospects, Chapter 1 Teacher Questionnaire

EXHIBIT 7.7
THE NUMBER OF CHAPTER 1 TEACHERS REPORTING USING DIFFERENT COMPUTER-ASSISTED INSTRUCTION PROGRAMS BY SUBJECT AREA IN CATHOLIC SCHOOLS, 1992

COMPUTER ASSISTED INSTRUCTION PROGRAMS	Total	1st Grade Cohort	4th Grade Cohort
Reading/English/Language Arts			
Integrated Computer-Assisted Instruction Systems (comprehensive computer laboratories, including IBM's Writing to Read program)	19	8	11
HOTS (Pogrow's Higher Order Thinking Skills computer program.)	5	0	5
Assorted individual diskettes or other computer-assisted programs	7	3	4
None of the above	18	8	10
Missing data	7	3	5
Math			
Integrated Computer-Assisted Instruction Systems (comprehensive computer laboratories including IBM's Writing to Read program)	8	3	5
HOTS (Pogrow's Higher Order Thinking Skills computer program.)	0	0	0
Assorted individual diskettes or other computer-assisted programs	5	2	3
None of the above	12	6	6
Missing data	27	11	16
Total N	52	22	30

Source: Prospects, Chapter 1 Teacher Questionnaire

EXHIBIT 7.8
THE NUMBER OF CHAPTER 1 TEACHERS REPORTING FREQUENT
USE OF SPECIFIC INSTRUCTIONAL MATERIALS IN CATHOLIC SCHOOLS BY SUBJECT, 1992

FREQUENT USE OF SPECIFIC INSTRUCTIONAL MATERIALS	Total	1st Grade Cohort	4th Grade Cohort
READING/ENGLISH/LANGUAGE ARTS (R/E/LA) INSTRUCTION			
Textbook(s)	9	5	4
Literature and/or trade books (e.g., novels, biographies, nonfiction)	25	9	16
Basal reader	5	3	2
Children's newspaper and/or magazines	6	1	5
Adult newspaper and/or magazines	3	2	1
Language experience stories	16	6	10
R/E/LA kits	9	2	7
Computers with R/E/LA instruction software	16	5	11
Controlled vocabulary materials other than basals or reading kits	12	5	7
Other	4	2	2
Missing data	3	3	0
MATH INSTRUCTION			
Textbooks	6	3	3
Math kits	6	3	3
Computers with math instruction software	10	2	8
Worksheets and other resource materials provided by publishers	13	6	7
Manipulatives	15	7	8
Teacher-made materials	6	2	4
Chalkboard	16	8	8
Math games	7	3	4
Audiovisuals/videos	3	1	2
Calculators	2	1	1
Other	3	2	1
Don't teach math	19	10	9
Missing data	9	2	7
Total N	52	22	30

Multiple responses allowed.

Source: Prospects, Chapter 1 Teacher Questionnaire

EXHIBIT 7.9
THE NUMBER OF CHAPTER 1 TEACHERS REPORTING LACK OF SUFFICIENT INSTRUCTIONAL MATERIALS IN CATHOLIC SCHOOLS, 1992

OVERALL, DO YOU HAVE SUFFICIENT MATERIALS TO MEET STUDENTS' INSTRUCTIONAL NEEDS?	Total	1st Grade Cohort	4th Grade Cohort
Yes	44	19	25
No	5	2	3
Missing data	3	1	2
Total N	52	22	30

Source: Prospects, Chapter 1 Teacher Questionnaire

EXHIBIT 7.10
THE NUMBER OF CHAPTER 1 TEACHERS REPORTING THAT CERTAIN INSTRUCTIONAL MATERIALS ARE NOT AVAILABLE IN SUFFICIENT QUANTITY TO MEET INSTRUCTIONAL NEEDS OF CHAPTER 1 STUDENTS IN CATHOLIC SCHOOLS, 1992

INSTRUCTIONAL MATERIALS NOT AVAILABLE IN SUFFICIENT QUANTITIES	TOTAL	1ST GRADE COHORT	4TH GRADE COHORT
Textbooks	4	2	2
Trade books	4	2	2
Teacher-developed materials	4	2	2
Programmed instructional materials	8	4	4
Workbooks and practice sheets	3	2	1
Manipulatives materials	8	2	6
Life skills materials (e.g., newspapers)	6	3	3
Audiovisual equipment and materials	18	7	11
Television	20	8	12
Computers	13	6	7
Computer Software	19	8	11
Vocational education equipment and materials	10	4	6
All are available in sufficient quantity	14	6	8
Missing data	5	2	3
Total N	52	22	30

Source: Prospects, Chapter 1 Teacher Questionnaire

EXHIBIT 7.11
THE NUMBER OF CATHOLIC SCHOOL CHAPTER 1 TEACHERS
REPORTING TYPE OF EMPLOYMENT, 1992

EMPLOYMENT STATUS OF CHAPTER 1 TEACHERS	Total	1st Grade Cohort	4th Grade Cohort
Regular full-time appointment	23	7	16
Regular part-time appointment	4	2	2
Permanent substitute teacher	0	0	0
Other	10	5	5
Missing data	15	8	7
Total N	52	22	30

Source: Prospects, Chapter 1 Teacher Questionnaire

EXHIBIT 7.12
THE NUMBER OF CATHOLIC SCHOOL CHAPTER 1 TEACHERS
REPORTING TYPE OF CERTIFICATION, 1992

CERTIFICATION OF CHAPTER 1 TEACHERS	Total	1st Grade Cohort	4th Grade Cohort
Not certified	2	0	2
Permanent regular certification	32	13	19
Probationary certification	0	0	0
Temporary/provisional certification	2	1	1
Alternative certification	0	0	0
Not applicable	0	0	1
Missing data	8	8	0
Total N	52	22	30

Source: Prospects, Chapter 1 Teacher Questionnaire

EXHIBIT 7.13
THE NUMBER OF CATHOLIC SCHOOL CHAPTER 1 TEACHERS
REPORTING HAVING A GRADUATE DEGREE, 1992

EDUCATIONAL ATTAINMENT OF CHAPTER 1 TEACHERS	Total	1st Grade Cohort	4th Grade Cohort
Have graduate degree?			
Yes	26	9	17
No	10	4	6
Missing data	16	9	7
Total N	52	22	30

Source: Prospects, Chapter 1 Teacher Questionnaire

with recently released national data for Catholic schools (NCES, 1995).

Nearly three-quarters (72%) of the Catholic school sample Chapter 1 teachers have a graduate degree (Exhibit 7.13), a figure that is comparable to that found in public schools where from 72-85 percent of the students have Chapter 1 teachers with a graduate degree.

Finally, on average, the Catholic school sample Chapter 1 teachers have had about 17 years of teaching experience at the elementary/secondary school level (Exhibit 7.14). This level of experience is comparable to that found for the *Prospects* national public school estimates.

INSTRUCTIONAL CHARACTERISTICS

Academic Responsibilities. On average, Chapter 1 teachers providing services to Catholic school sample students, report that nearly 70 percent of their teaching time is devoted to academic instruction (Exhibit 7.15). This is essentially the same proportion found for the *Prospects* national public school estimates.

Instructional Time. With respect to the amount of Chapter 1 instruction provided in reading/language arts and math, considerable variation has been previously found in the level of services provided to religious-school students. According to Haslam and Humphrey (1993), "Only 9 percent of religious schools reported one day a week of Chapter 1 reading instruction; 31 percent reported two days, 21 percent reported three days, 12 percent reported four days, and 27 percent reported five days. Religious schools reported a similar number of days of Chapter 1 mathematics instruction. The duration of Chapter 1 instructional services for religious-school students also varies. Forty-five percent of

EXHIBIT 7.14
AVERAGE YEARS OF TEACHING EXPERIENCE REPORTED BY CATHOLIC SCHOOL CHAPTER 1 TEACHERS, 1992

TEACHING EXPERIENCE	Total	1st Grade Cohort	4th Grade Cohort
Average years teaching at elementary/secondary level	16.8	18.2	15.9
Average years taught in this school	5.7	5.8	5.7
Valid N	(35)	(13)	(22)
Missing data	(17)	(9)	(8)
Total N	52	22	30

Source: Prospects, Chapter 1 Teacher Questionnaire

EXHIBIT 7.15
AVERAGE PERCENT OF TIME ALLOCATED TO TEACHING RESPONSIBILITIES FOR CATHOLIC SCHOOL CHAPTER 1 TEACHERS, 1992

ALLOCATION OF TEACHING RESPONSIBILITIES	Total	1st Grade Cohort	4th Grade Cohort
Average percent of time spent on academic instruction	68.2%	67.1%	69.0%
Average percent of time spent on students' personal/social development	11.4%	11.8%	11.6%
Average percent of time spent on noninstructional tasks	12.9%	12.0%	14.0%
Average percent of time spent on other classroom activities	11.1%	12.3%	10.6%
Valid N	(48)	(21)	(27)
Missing data	(4)	(1)	(3)
Total N	52	22	30

Source: Prospects, Chapter 1 Teacher Questionnaire

religious schools reported instructional sessions in reading as lasting between 16 and 30 minutes. Another 44 percent reported instructional sessions in reading as lasting between 31 and 60 minutes. Again, a similar pattern was reported for mathematics instruction."

Data from the Catholic school sample show similar, but somewhat higher, results with reading/language arts instruction provided for an average of 3.4 days per week, and math instruction for an average of 2.4 days per week (Exhibit 7.16). Average instruction per day lasts for about 37 minutes. This is also similar to the level of Chapter 1 instruction provided to public school students (Karweit and Ricciuti, 1993).

Tutoring. One-to-one tutoring is reportedly used by about 60 percent of the Chapter 1 teachers (Exhibit 7.17). About one-third of the sampled teachers who use tutoring report using certified teachers for this purpose. This is not greatly different from the Prospects national public school estimates.

Pedagogical Approach. Exhibit 7.18 provides information on the reported use of different pedagogical techniques for Chapter 1 instruction in reading/language arts and math. For the most part, sampled teachers report greater use of approaches that emphasize higher-order thinking skills for Chapter 1 instruction, including cooperative learning, whole language, and writing process methods. It appears, therefore, that Catholic school Chapter 1 sample students are, according to their teachers, being exposed to an enriched instructional program.

COORDINATION ACTIVITIES

A cornerstone of Chapter 1 is the need to carefully coordinate services with regular classroom academic instruction. Such coordination in religious schools is, however, made difficult by the need for Chapter 1 personnel to remain off school property. The Education Department, in fact, suggests that discussions between Chapter 1 and regular classroom teachers take place at a public school site, other neutral site, or by telephone and not at the service delivery site while the services are being provided.

Exhibit 7.19 describes the types of Catholic school staff that the sampled Chapter 1 teachers consult with on a *weekly* basis. Not surprisingly, classroom teachers and aides make up the majority of such consultation. The nature of the coordination activities is described in Exhibit 7.20, where as expected, informal discussions are the primary mode of communication being used by essentially all of the Chapter 1 teachers. Moreover, nearly 70 percent of these teachers reportedly hold such discussions on at least a weekly basis.

EXHIBIT 7.16
AVERAGE INSTRUCTIONAL TIME REPORTED BY CATHOLIC SCHOOL CHAPTER 1 TEACHERS BY SUBJECT AREA, 1992

INSTRUCTIONAL TIME	Total	1st Grade Cohort	4th Grade Cohort
READING/ENGLISH/LANGUAGE ARTS INSTRUCTION			
Average number of days per week of instruction	3.4	3.6	3.3
Average number of minutes per day of instruction	37.9	30.7	42.6
Valid N*	(48)	(19)	(29)
Missing data	(4)	(3)	(1)
MATH INSTRUCTION			
Average number of days per week of instruction	2.4	2.3	2.5
Average number of minutes per day of instruction	36.8	35.6	37.5
Valid N*	(23)	(9)	(14)
Missing data	(10)	(3)	(7)
Total N	52	22	30

* There are 12 1st grade cohort Chapter 1 math teachers and 21 4th grade cohort math teachers.
Source: Prospects, Chapter 1 Teacher Questionnaire

EXHIBIT 7.17
THE NUMBER OF CATHOLIC SCHOOL CHAPTER 1 TEACHERS REPORTING USE OF DIFFERENT TUTORING APPROACHES, 1992

INDIVIDUALS USED TO PROVIDE ONE-TO-ONE TUTORING	Total	1st Grade Cohort	4th Grade Cohort
Certified teachers	10	5	5
Paraprofessionals	7	3	4
Volunteers or parents	3	1	2
Older students	0	0	0
Same age students	3	1	2
None of the above	5	4	1
Not applicable	21	9	12
Missing data	6	2	4
Total N	52	22	30

Multiple responses allowed.

Source: Prospects, Chapter 1 Teacher Questionnaire

EXHIBIT 7.18
THE NUMBER OF CHAPTER 1 TEACHERS REPORTING USE OF SPECIFIC PEDAGOGICAL TECHNIQUES BY SUBJECT AREA, 1992

USE OF SPECIFIC PEDAGOGICAL TECHNIQUES	Total	1st Grade Cohort	4th Grade Cohort
READING/ENGLISH/LANGUAGE ARTS			
Madeline Hunter's Methods (guide to effective lessons emphasizing anticipatory set, input and modeling, checking for understanding, and other features)	13	6	7
Mastery Learning (teaching methods in which students who do not perform at a pre-established mastery level, e.g., 80% correct on quizzes receive corrective instruction, while others receive enrichment)	14	7	7
Cooperative Learning (teaching methods in which students work frequently in small groups and are expected to help each other learn. Examples include methods developed by Johnson, Slavin, Kagan, or Cohen)	26	11	15
Phonetic reading program (reading program based on use of phonetically regular materials and systematic teaching of word attack skills. Examples include SRA, DISTAR, Open Court, Holt Basic Reading)	21	11	10
Whole Language - (reading program based on use of children's literature rather than basals, de-emphasizing teaching of isolated skills, and integrating reading and writing instruction)	33	14	19
Writing Process Methods (writing program in which students plan, draft, revise, edit and publish compositions, usually in collaboration with peers)	20	7	13
Individualized instruction (programs in which students work on materials at their own levels and rates)	21	8	13
Other innovative classroom instructional methods	3	1	2

EXHIBIT 7.18

(CONTINUED)

USE OF SPECIFIC PEDAGOGICAL TECHNIQUES	Total	1st Grade Cohort	4th Grade Cohort
MATH			
Madeline Hunter's Methods (guide to effective lessons emphasizing anticipatory set, input and modeling, checking for understanding, and other features)	7	3	4
Mastery Learning (teaching methods in which students who do not perform at a pre-established mastery level, e.g., 80% correct on quizzes receive corrective instruction, while others receive enrichment)	2	1	1
Cooperative Learning (teaching methods in which students work frequently in small groups and are expected to help each other learn. Examples include methods developed by Johnson, Slavin, Kagan, or Cohen)	15	7	8
Individualized instruction (programs in which students work on materials at their own levels and rates)	17	7	10
Other innovative classroom instructional methods	6	3	3
Missing data	3	1	2
Total N	52	22	30

Multiple responses allowed.

Source: Prospects, Chapter 1 Teacher Questionnaire

EXHIBIT 7.19
THE NUMBER OF CATHOLIC SCHOOL CHAPTER 1 TEACHERS REPORTING AT LEAST WEEKLY CONSULTATION WITH OTHER TEACHERS ABOUT ACADEMIC PROGRESS ON CHAPTER 1 STUDENTS, 1992

COORDINATION WITH SCHOOL STAFF	Total	1st Grade Cohort	4th Grade Cohort
Regular classroom teachers	28	12	16
Aides	15	6	9
Other remedial teachers	12	5	7
ESL/bi-lingual teachers	3	1	2
Special education	4	2	2
Total N	52	22	30

Multiple responses allowed.

Source: Prospects, Chapter 1 Teacher Questionnaire

EXHIBIT 7.20
THE NUMBER OF CATHOLIC SCHOOL CHAPTER 1 TEACHERS REPORTING USE OF VARIOUS INSTRUCTIONAL COORDINATION METHODS WITH REGULAR CLASSROOM TEACHERS, 1992

USE OF COORDINATION ACTIVITIES WITH REGULAR CLASSROOM TEACHERS	Total	1st Grade Cohort	4th Grade Cohort
Consult in development of written lesson plans for Chapter 1 teachers			
Daily/weekly	8	4	4
Monthly	6	3	3
Annually	9	4	5
Never	24	9	15
Meetings to discuss instructional coordination			
Daily/weekly	14	7	7
Monthly	12	5	7
Annually	10	4	6
Never	11	4	7
Informal discussions			
Daily/weekly	31	14	17
Monthly	9	3	6
Annually	6	2	4
Never	1	1	0
Share written records of student progress			
Daily/weekly	5	3	2
Monthly	21	9	12
Annually	14	6	8
Never	6	2	4
Common planning periods			
Daily/weekly	5	3	2
Monthly	1	0	1
Annually	7	3	4
Never	34	14	20
Missing data	5	2	3
Total N	52	22	30

Source: Prospects, Chapter 1 Teacher Questionnaire

Finally, Exhibit 7.21 provides information on the use of various coordination and follow-up activities by sampled Chapter 1 teachers who provide services to Catholic school students. Over 40 percent of the sampled Chapter 1 teachers report that they discuss with parents the progress of Catholic school Chapter 1 students, 21 percent report that they plan joint activities between Chapter 1 and regular classes, and 26 percent report that they use follow-up procedures to track the progress of Chapter 1 students after they stop receiving instructional services.

EXHIBIT 7.21
THE NUMBER OF CATHOLIC SCHOOL CHAPTER 1 TEACHERS REPORTING THE USE OF VARIOUS COORDINATION AND FOLLOW-UP ACTIVITIES FOR MOST/ALL CHAPTER 1 STUDENTS, 1992

USE OF COORDINATION AND FOLLOW-UP ACTIVITIES FOR MOST/ALL CHAPTER 1 STUDENTS	Total	1st Grade Cohort	4th Grade Cohort
Special support services to students who have stopped receiving Chapter 1 services	8	4	4
Use follow-up procedures to track progress after they stop receiving services	13	7	6
Plan joint activities between Chapter 1 and regular classes	11	5	6
Discuss progress of Chapter 1 students at parent conferences	21	8	13
Missing data	3	0	3
Total N	52	22	30

Multiple responses allowed.

Source: Prospects, Chapter 1 Teacher Questionnaire

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